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ABSTRACT

This document is one of four curriculum guides designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing as well as to provide marketing and distributive education teachers with maximum flexibility. Introductory information provides directions for using the guide and information on careers in general retail merchandising. This guide covers the following eleven areas of instruction: advertising, communications, display, human relations, marketing economics, management, mathematics, merchandising, operations, product and/or service technology, and selling. The basic format for each instructional area is the same and contains the following elements: cluster instructional objectives to facilitate the organization of instruction; the essential common and specialized competencies; suggested learning activities; and references. This marketing series includes a master guide on general marketing (CE 017 042) and three curriculum guides which cover general retail merchandising (CE 017 039), wholesaling (CE 017 040), and food marketing (CE 017 043). A planning guide (CE 017 041) accompanies this series and four related business curriculum guides (ED 114 560, ED 133 434, and ED 146 356-357). (BM)

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MARKETING AND DISTRIBUTIVE EDUCATION

GENERAL RETAIL MERCHANDISING CURRICULUM GUIDE

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FOREWORD

The *Marketing and Distributive Education Curriculum Guide in General Retail Merchandising* has been designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the career field of marketing and to allow marketing and distributive education teacher-coordinators maximum flexibility. A variety of suggested learning activities are provided to enable teachers to determine which one(s) would best serve their teaching methods and their students' learning styles. Similarly, a variety of references are listed so that the teachers will be aware of available educational materials listed in their local educational agencies and be able to secure them readily by consulting the bibliography of instructional materials which is located in the *General Marketing Guide.*

The Illinois Office of Education, Department of Adult, Vocational and Technical Education is committed to assisting local communities in the development of quality instructional programs to prepare and upgrade persons for productive careers in the following 15 instructional program areas in the field of marketing: Advertising; Apparel and Accessories; Automotive-Petroleum; Marketing Services; Finance and Credit; Food Marketing; Food Service; General Retail Merchandising; Hardware-Building Materials, Farm and Garden; Home Furnishings; Industrial-Materials Handling; Lodging-Recreation and Tourism; Small Business Management; Transportation and Warehousing; and Wholesaling.

This publication should be used in conjunction with *Marketing and Distributive Education Curriculum Planning Guide.* Additional publications which have been developed by the Illinois Office of Education, Department of Adult, Vocational and Technical Education that are designed to prepare individuals for careers in marketing include:

1. *Marketing and Distributive Education Curriculum Guide in Food Marketing*
2. *Marketing and Distributive Education Curriculum Guide in General Marketing*
3. *Marketing and Distributive Education Curriculum Guide in Wholesaling*
4. *Owning and Operating a Small Business: Strategies for Teaching Small Business Ownership and Management*
5. *Clothing Apparel and Accessories Merchandising Guide*
6. *Home Furnishings Merchandising Guide*
7. *Hospitality Education: A Guide for High School Teachers.*

The research process included a careful study of the competency and career research in the field, intensive input from a jury of seven general retail merchandising executives, interviews of 40 Salespersons employed in the general retail merchandising industry throughout the state of Illinois, and field testing and critiquing of the first-draft copies of the curriculum guide by marketing and distributive education teacher-coordinators in over 100 schools in Illinois.

Sincere appreciation is extended to the general retail merchandising executive jury members that are identified in the Research Procedures section of the *Marketing and Distributive Education Curriculum Guide in General Marketing,* to the 40 general retail merchandising employees who were interviewed, and to the more than 100 teacher-coordinators in the state of Illinois who assisted in one way or another in the development of this curriculum guide.

A special thank you is extended to the 50 teacher-coordinators in the state of Illinois who conducted interviews of general retail merchandising employees, participated in seminars throughout the state to review the first-draft copies of the guide, and arranged for dissemination workshops.

Special recognition is given to the following individuals for their many outstanding contributions. Mr. Lauren Housel served as the project consultant representing the Department of Adult, Vocational and Technical Education. Ms. Peggy Pool served as contract monitor representing the Department of Adult, Vocational and Technical Education. Mr. Edwin Giermak, College of DuPage, was the consultant representing the Illinois Community College Marketing and Management Association. Mr. Paul Reibman was the State of Illinois Secondary Marketing and Distributive Education Association consultant. Mrs. Lucy Crawford, Professor Emeritus, Virginia Polytechnical University, served as the research consultant for the project.

The generous contributions of the following individuals who contributed in many ways to the success of the project are also recognized: Mr. Erwin Ray, J. C. Penney Company, Inc.; Mr. Richard Hartung, Sears, Roebuck and Company; and Dr. Steve Eggland, University of Nebraska.

A most heartfelt "thank you" is extended to Ms. Carolyn English, Ms. Patti Staas, Ms. Diane Oltman, and the other members of the Department of Business Education and Administrative Services staff.

MARKETING AND DISTRIBUTIVE EDUCATION CURRICULUM GUIDE IN GENERAL RETAIL MERCHANDISING

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	Number	Color
Advertising	1	Blue
Communications	2	Goldenrod
Display	3	Yellow
Human Relations	4	Buff
Marketing/Economics	5	Blue
Management	6	Green
Mathematics	7	White
Merchandising	8	Pink
Operations	9	Salmon
Product and/or Service Technology	10	Yellow
Selling	11	Green

IMPORTANT NOTE

The *General Marketing Curriculum Guide* is the master publication and should be studied carefully before using this Guide. **It is important to note that the *General Marketing Curriculum Guide* contains those competencies and learning activities which are common to the following marketing occupations:**

GENERAL RETAIL MERCHANDISING
FOOD MARKETING
WHOLESALING

The use of this guide alone would be inadequate unless the *General Marketing Curriculum Guide* content is also included.

The *General Marketing Curriculum Guide* also contains a bibliography of instructional materials that are referenced in this guide and an explanation of the research procedures used in preparing this curriculum guide.

HOW TO USE THE GENERAL MARKETING, FOOD MARKETING, WHOLESALING, AND GENERAL RETAIL MERCHANDISING CURRICULUM GUIDES

The publication, *Marketing and Distributive Education Curriculum Planning Guide*, and the following four curriculum guides were prepared together during the 1976-1978 period of time: General Marketing, Food Marketing, Wholesaling, and General Retail Merchandising. These four curriculum guides have been designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing as well as to provide marketing and distributive education teachers with maximum flexibility. The essential common and specialized competencies have been identified and listed in order of importance based upon structured interviews with General Grocery Clerks, Salespersons, and Order Pickers. A number of suggested learning activities are listed to enable teachers to determine which one or ones would best serve their teaching methods and their students' learning styles. Similarly, a number of references have been listed so that the teachers will be aware of the educational materials available in their school and be able to secure them readily by consulting the bibliography of instructional materials printed in the *General Marketing Curriculum Guide*. Cluster instructional objectives have been provided to facilitate the organization of instruction for the teacher-coordinator. For maximum usefulness, the competencies have been both number and color coded into the following eleven instructional areas:

Competency	Number	Color
Advertising	1	Blue
Communications	2	Goldenrod
Display	3	Yellow
Human Relations	4	Buff
Marketing/Economics	5	Blue
Management	6	Green
Mathematics	7	White
Merchandising	8	Pink
Operations	9	Salmon
Product and/or Service Technology	10	Yellow
Selling	11	Green

These instructional areas are the same ones that are used by the Distributive Education Clubs of America for their competency-based competitive events program and for numerous other curriculum projects in the field of marketing and distributive education.

THE *GENERAL MARKETING CURRICULUM GUIDE* IS THE MASTER PUBLICATION IN THE SERIES AND SHOULD BE STUDIED CAREFULLY BEFORE USING THE OTHER GUIDES. IT IS ALSO IMPORTANT TO NOTE THAT THE *GENERAL MARKETING CURRICULUM GUIDE* CONTAINS THOSE COMPETENCIES AND LEARNING ACTIVITIES WHICH ARE COMMON TO THE FOLLOWING THREE MARKETING OCCUPATIONS: FOOD MARKETING, WHOLESALING, AND GENERAL RETAIL MERCHANDISING. The *General Marketing Curriculum Guide* can be revised to include the competencies which are common to all marketing occupations as future curriculum guides are developed. The loose leaf format is conducive to making these additions without total reprinting.

The Competency Curriculum Planning Grid that is located in the *General Marketing Curriculum Guide* should be studied carefully during the instructional planning process. This grid has been developed to facilitate the planning of large group, small group, and individual instruction. The planning grid can also be helpful in determining which competencies are most important as perceived by the business executives who were members of the jury and by the employees who were interviewed. The opinions of both of these two business groups should be carefully studied in planning what is to be taught.

Blank sample competency implementation worksheets are included in the *General Marketing Curriculum Guide* so that as additional competencies are identified on the local level sheets can be prepared and inserted into the curriculum guides at the appropriate place.

These curriculum guides may be used in a number of different ways depending upon student and community needs, local educational agencies, community learning facilities and resources, teaching style of the teacher, comprehensiveness of the marketing and distributive education curriculum, prior competencies acquired by the students, and other similar factors. Some teacher-coordinators will prefer to help students acquire the competencies listed in the *General Marketing Curriculum Guide* in lower grade level courses, e.g., introduction to marketing and distributive education, marketing and distribution, retailing, or marketing and distributive education laboratory.

Most teacher-coordinators will desire to help their students acquire the specific competencies needed for employment in food marketing, wholesaling, or general retail merchandising in courses taught at the higher grade levels. Area vocational centers, community colleges, and other schools with specialized marketing and distributive education course offerings in the areas of food marketing, wholesaling, and general retail merchandising will find these curriculum materials especially easy to use. Teacher-coordinators in schools without specialized course offerings will find the curriculum materials helpful as they individualize instruction based upon the career objectives of their students.

Instructors for post-secondary and adult students will find the curriculum materials to be especially valuable for preparing individuals to be competent employees for the

first-level marketing position(s) that were researched in the fields of food marketing, wholesaling, and general retail merchandising. The competency-based approach to curriculum development and the individualizing of instruction are viable approaches at all educational levels.

The competencies listed in the guide and the curriculum guides themselves should be considered only as teaching suggestions and not as the complete curriculum. Individual student and community needs as well as the judgment, experience, and opinions of the teachers and advisory committee members should determine the content of the curriculum on the local level. Prior to the instruction in the competencies needed for employment in marketing, the students in all local schools should have carefully studied and explored the wide array of careers in marketing. Increasingly, schools are providing students with an opportunity to better understand themselves and the world of work through a wide variety of career education type activities at various lower grade levels.

In the state of Illinois, a course entitled "Orientation to Business, Marketing, and Management Occupations" is recommended at the ninth grade level. A publication entitled *Orientation to Business, Marketing, and Management Occupations* (1977) has been prepared by the Illinois Office of Education, Department of Adult, Vocational and Technical Education. A curriculum guide for exploring careers in marketing is available from the United States Office of Education. The publication, *Career Marketing and Exploration* (1976), can be ordered through the Superintendent of Documents Office, Public Documents Distribution Center, Pueblo, CO 81009.

The instructional materials listed in the reference column of the curriculum guides and in the bibliography of instructional materials were selected because they are the ones that are most commonly used by teachers in the field. A major effort was made to limit the number of updated references so that the local educational agencies would be able to purchase them if necessary.

The edition number is only listed for those newer publications in which there is an older edition that is currently being used in a large number of schools. In most cases more than one instructional reference is provided. This was done to help insure the local availability of at least one of the references and also to provide flexibility for both the teacher and student in individualizing instruction.

INFORMATION ON CAREERS IN GENERAL RETAIL MERCHANDISING

There are approximately 80 million people in the United States work force today. One out of every four of these individuals works in some aspect of the field of marketing.

One of the greatest employment demands in the field of marketing is for people who can sell. Although some five million people are employed in sales jobs today, another million will be needed within the next ten years. There will be excellent job opportunities for students who desire a career with selling competencies. Job opportunties for students interested in the field of general retail merchandising continue to be readily available.

The retail salesperson performs the final step in the process of moving goods and services from manufacturers and producers to the customer. One advantage of retail selling is that the salesperson usually has the merchandise to show to the customer. Furthermore, most retail salespeople do not have to find customers for their products; the customers come in to them. Additional career information can be acquired from the following sources:

Beaumont, John A., Kathleen H. Langan, and Louise H. Taylor, Ed.D., *Your Career in Marketing*, New York: Gregg Division, McGraw-Hill Book Co., 1976.

Bikkie, James A. and Eugene I. Dorr, *Careers in Marketing*, New York: Gregg Division, McGraw-Hill Book Co., 1978.

Career Exploration in Marketing and Distribution, Washington, DC: United States Government Printing Office, 1975.

Grandfield, Raymond J., and Faye Gold, *Working in a Store*, New York: Fairchild Publications, Inc., 1972.

"Marketing Careers," *Careers in Focus Filmstrip Series*, New York: Gregg Division, McGraw-Hill Book Company, 1976.

Occupational Orientation: Business, Marketing, and Management Occupations, Springfield, Illinois: Illinois Office of Education, 1976.

Richert, G. Henry, et.al., *Retailing Principles and Practices*, New York: Gregg Division, McGraw-Hill Book Company, 1974, Sixth Edition.

Smith, Gary R., Barbara S. Vorndran, and Charles S. Winn, *Exploring Marketing Occupations*, New York: Gregg Division, McGraw-Hill Book Co., 1976.

The most commonly identified first-level marketing positon in the diversified field of general retail merchandising with the greatest opportunity for upward mobility is that of salesperson.

There are frequently five major divisions within the larger general retail merchandising organizations:

1. operations
2. sales promotion
3. personnel
4. merchandising
5. finances and control.

While there are excellent job opportunities in all divisions

for individuals pursuing marketing careers, the job of salesperson is the most important first-level position for individuals desiring to pursue a career with maximum upward mobility in general retail merchandising.

Stocking, marking, assisting customers, selling, and cash register operation are the tasks most frequently performed by a salesperson. In some firms, salespeople perform a wide range of activities and must be skillful in utilizing selling techniques while in mass merchandising-type businesses, selling is not nearly as important as are competencies in stocking and marking. The successful salesperson is particularly adept in human relations competencies.

Salespeople perform a wide variety of activities in their employment. In some businesses it is the salesperson's responsibility to greet the customer and determine what kind of merchandise is desired. The salesperson may also offer assistance to the customer and suggest and explain features of the article. Sometimes a demonstration is necessary to fully explain the product or service. Once the customer has decided to purchase an article, the salesperson may record the sale by hand or through the use of a cash register, accept payment for the merchandise, make change, wrap the purchase, and then give it to the customer, leaving the customer with a feeling of satisfaction and a desire to return to the business.

The retail business has both its peak and slow periods During the slower periods of the business day, the salesperson can be expected to maintain neat stock arrangements, dust and clean interior displays and shelves, and replace merchandise which has become low in supply. Salespeople are also responsible for marking new merchandise with prices and marking down older merchandise for rapid sale. Retailers periodically take an inventory of all merchandise on hand in the store and salespeople are the ones who perform this function.

The success of a firm in the general merchandising field depends on how well salespeople can make shopping pleasant and convenient for a customer. An individual contemplating a career as a salesperson must have a pleasant personality and the ability to get along well with others. Oftentimes customers become dissatisfied with products purchased and salespeople are called upon to make the necessay adjustments. The salesperson must be patient in handling the complaint or grievance, no matter how upset the customer.

Skill in mathematics is necessary for calculating purchases, making change, marking prices on merchandise, and taking inventory. Because of the amount of money involved in the sales transactions, employers are desirous of hiring individuals who are honest.

The working day for a salesperson is a busy one, so good health is a must for keeping up with the fast pace of the sales floor. Because of the amount of exposure to the public, salespeople are required to maintain a neat and clean appearance.

Although salespersons' earnings usually begin at the federal requirement for minimum wages, employees can enjoy discounts on store purchases and their pay wage will increase rapidly with job advancement.

Future employment trends indicate that over the next ten years, the number of people employed in the retailing and wholesaling area will increase by 30 percent in comparison to the overall rate of employment growth rate of 20 percent. There is also a need for managerial level employees because of the increase in the number of large businesses. The projected growth in general retail merchandising creates a need for salaried managers in many areas of marketing.

Additional common first-level marketing positions in general retail merchandising include marker/stockperson, checker/cashier/bagger, demonstrator, delivery person, gift wrapper, assembler, package attendant in catalog sales, cashroom clerk, personnel clerk, security clerk, and warehouse order picker.

The most commonly identified second-level positions include: assistant buyer, assistant department manager, special services assistant such as a bridal consultant, fitting room attendant, display clerk, advertising assistant, security clerk, credit interviewer, new account clerk, adjustment clerk, payroll and auditing clerk. Promotional criteria for individuals desiring to be promoted to a second-level position include, in addition to having the ability to perform the first-level job in a most efficient and effective manner, the following abilities and competencies:

1. ability to work with people
2. ability to listen and to follow directions
3. adhere to and follow company policies
4. ability to solve problems using effective techniques
5. eagerness to learn as demonstrated by devotion to job, enthusiasm, initiative, and a positive outlook on life
6. adaptability, loyalty, and willingness to stay in business
7. knowledge of merchandise and how to relate selling points to customers.

The most common third-level positions include that of department manager, customer service manager, area merchandising manager, in-house buyer, professional salesperson, receiving manager, display manager, advertising manager for smaller store, security manager, credit manager and personnel assistant manager. Promotional criteria for third-level positions that were most frequently mentioned in addition to the ones identified for second-level positions included:

1. adaptability to change and stress situations
2. supervisory skills including ability to manage time and organize and control work flow
3. skill in utilizing problem-solving techniques

4. oral and written communication skills
5. ability to interact with top management
6. if promoted from within, how well will the person function with past peers.

Fourth and higher level positions in the general retail merchandising field are most difficult to identify because of the wide range of conditions which exist in the field such as size of firms, type of legal organization, and internal organizational structure. The following fourth-level positions that were consistently identified during the structured interview process included: assistant buyer, merchandise manager, manager of small store, manager of department or larger store, head of security, and personnel manager.

The fifth and higher level positions varied so greatly from company to company that a clear pattern could not be identified. Each firm is so unique that individuals within a given firm will have to learn of the promotional opportunities of that firm.

The next few pages contain information that illustrates the various career levels in the field of general retail merchandising and includes descriptions of some of the lower level jobs.

Keep in mind that the number of positions and the job descriptions in each level will vary depending on the size of the general retail merchandising firm.

GENERAL RETAIL MERCHANDISING CAREER LEVELS

6 Positions vary greatly from company to company

5 Positions vary greatly from company to company

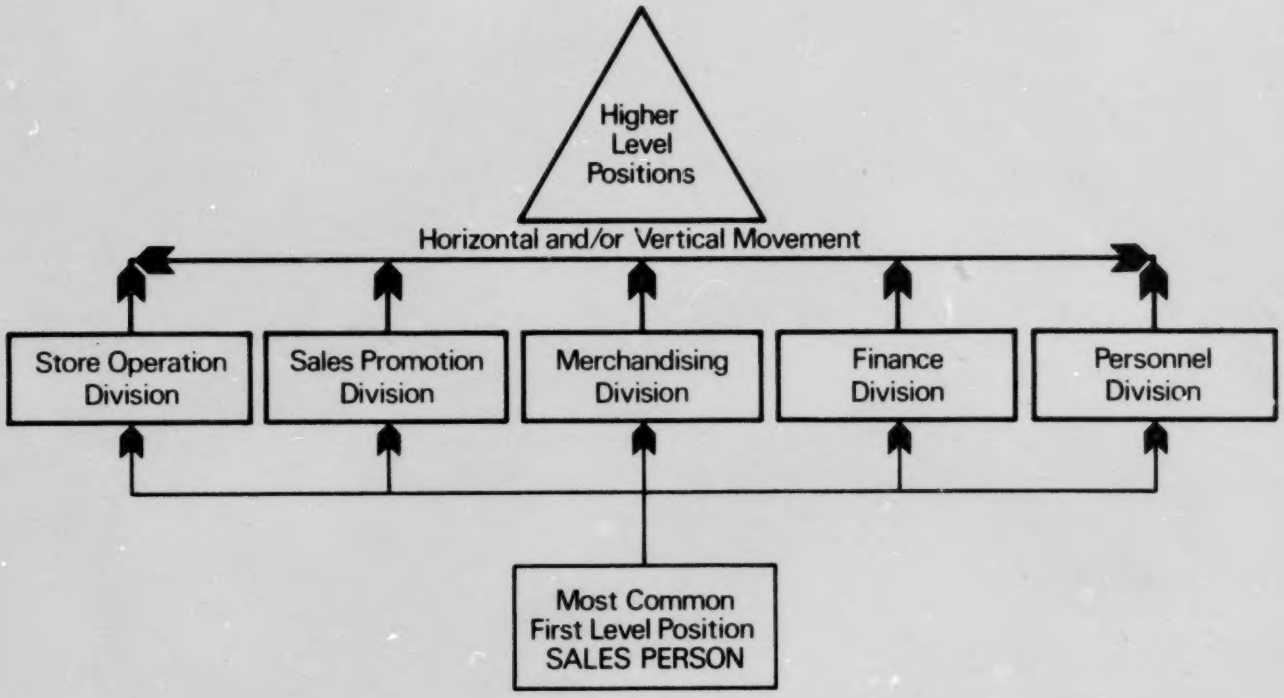
4 Assistant Buyer, Merchandise Manager, Manager of small store, Manager of department or larger store, Head of Security, Personnel Manager

3 Department Manager, Customer Service Manager, Area Merchandising Manager, In-House Buyer, Professional Salesperson, Receiving Manager, Display Manager, Advertising Manager of small store, Security Manager, Credit Manager, Personnel Assistant Manager

2 Assistant Buyer, Assistant Department Manager, Special Service Assistant, Fitting Room Attendant, Display Clerk, Advertising Assistant, Security Clerk, Credit Interviewer, New Account Clerk, Adjustment Clerk, Payroll and Auditing Clerk

1 Marker/Stockperson, Checker/Cashier/Bagger, Demonstrator, Delivery Person, Gift Wrapper, Assembler, Package Attendant in Catalog Sales, Cashroom Clerk, Personnel Clerk, Security Clerk, Warehouse Order Picker

GENERAL RETAIL MERCHANDISING CAREER LEVELS



JOB DESCRIPTIONS OF FIRST LEVEL POSITIONING OTHER THAN SALESPERSON AND THE MOST COMMON SECOND LEVEL GENERAL RETAIL MERCHANDISING POSITIONS

LEVEL ONE POSITIONS OTHER THAN SALESPERSON

MERCHANDISING DIVISION

Marker/Stockperson
Marks merchandise with identifying codes, figures or letters, and receives incoming merchandise.

Gift Wrapper
Wraps merchandise decoratively for customers.

Package Attendent
(Catalog Sales)
Handles ordering of catalog merchandise, obtains the catalog order from the storeroom, and accepts payment for the merchandise.

Checker/Cashier/Bagger
Receives payment for merchandise, counts money and makes change, and places merchandise in sacks for carrying.

Assembler
Assembles merchandise so that it can be placed on the selling floor.

Cashroom Clerk
Receives cash from customers or employees in payment for goods or services. Reads and records totals on cash register and verifies against cash on hand.

Warehouse Worker
Performs duties which relate to operations of the warehouse.

Delivery Person
Delivers merchandise and collects money from customers for cash-on-delivery orders.

FINANCE DIVISION

General Clerk
Performs a variety of clerical functions which deal with the financial aspect of the store. Duties performed can include computing of wages, taxes, commissions and payments, and the preparation of receipts, bills, policies, invoices, statements, and checks.

PERSONNEL DIVISION

General Clerk
Compiles and keeps personnel records on each employee.

LEVEL ONE POSITION OTHER THAN SALESPERSON (continued)

Demonstrator
Creates buying interest by demonstrating and explaining qualities and functions of merchandise.

LEVEL TWO POSITONS

MERCHANDISING DIVISION

Assistant Buyer
Gives assistance to buyers by verifying quantity and quality of stock received from manufacturers and authorizes payment of invoices or return of shipment.

Assistant Department Manager
Performs duties of the department manager in the absence of the department manager.

Fitting Room Attendant
(First level in smaller firms)
Offers assistance to customers when trying on merchandise and monitors the number of items taken into a dressing room.

Bridal Consultant
Advises prospective brides in all phases of wedding planning.

SALES PROMOTION DIVISION

Display Clerk
Performs clerical functions necessary to assist display personnel in the creation and building of interior and exterior displays.

Advertising Assistant
Plans or assists in developing advertising programs to promote the sale of merchandise.

STORE OPERATIONS DIVISION

Security Clerk
Walks the floors portraying the role of a customer to watch for shoplifters or views the entire store operation from a room which has one-way glass to control shoplifting. This level position is found within larger general merchandising stores.

FINANCE DIVISION

Credit Interviewer
Interviews individuals applying for credit and verifies information and references.

Auditing Clerk
Verifies the accuracy of figures, calculations, and posting of business transactions.

Payroll Clerk
Computes wages, including deductions, insurance, union payments, and posts the information to payroll records.

New Account Clerk
Obtains information from customers applying for charge accounts by phone or in person and explains credit plans available.

Adjustment Clerk
Investigates customer complaints about unsatisfactory service, damaged or incorrect merchandise, incorrect billing, and attempts to adjust the complaints to the customer's satisfaction.

Cluster Instructional Objective:

THE USES AND PURPOSES OF PROMOTIONAL ADVERTISING IN ORDER TO BUILD CUSTOMER LOYALTY, STABILIZE VOLUME IN SLOW SELLING PERIODS, OR PRODUCE IMMEDIATE SALES

GRM-1

1

Advertising

What Does the Competent Marketing Employee Do?

061-Attitude

Acquire an attitude that good advertising will help increase sales for a department store, creating interest and desire in customers.

OTHER CLUSTER COMPETENCIES

064-Attitude

Suggested Learning Activities

Have students interview two-five businesspeople to determine how they strive to create goodwill. Prepare either a written or oral report.

Have students develop a poster showing the different ways a business can create goodwill with customers.

Have students survey magazine and newspaper ads identifying those whose purpose is to build goodwill. Then students can discuss the methods used to create goodwill.

Have students create an ad for a store in the community or their training station. The purpose of this ad is to build goodwill.

References

Retail Merchandising
Chapter 13, a

Retailing Principles and Practices
Part 16

Fundamentals of Selling
Chapter 13, a

Advertising
Chapter 1

Retailing Principles and Practices
Part 26
(7th edition, 1981 tentative)

LAP 1-061

Cluster Instructional Objective:

THE USES AND PURPOSES OF PROMOTIONAL ADVERTISING IN ORDER TO BUILD CUSTOMER LOYALTY, STABILIZE VOLUME IN SLOW SELLING PERIODS, OR PRODUCE IMMEDIATE SALES

GRM-2

1

What Does the Competent Marketing Employee Do?

064-Attitude

Acquire an attitude that advertising helps to build customer loyalty for the store and for the individual departments.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

061-Attitude

Suggested Learning Activities

Have students randomly select three customers at a store or their training station and ask them to respond to the following questions: "Do you believe that this store's advertising helps to build customer loyalty for the store? If yes, why; if no, why." Have students discuss the results with the class and if it's at their training station, they should discuss it with their training sponsor.

Have students select two newspaper ads for a store from their field of interest and compare features of the ad that to which they react favorably. Then students should answer the following questions: "Do these positive features of the ad have the potential for developing loyalty to the store? Why or why not?"

From selected readings, have students determine why advertising can have an influence on customer behavior that deals with developing customer loyalty. Students should write or orally present their findings.

References

Retailing Principles and Practices
Part 18, 31

Retailing Merchandising
Chapter 3, e

Advertising and Displaying Merchandise
Chapter 1

Retailing Principles and Practices
Part 26
(7th edition, 1981 tentative)

LAP 1-064

Advertising

Cluster Instructional Objective:

THE PROCESS OF MERCHANDISE SELECTION FOR PROMOTION WHICH INCLUDES COORDINATING ADS WITH A PROPER SUPPLY OF ADVERTISED MERCHANDISE

GRM-3

Advertising

1

What Does the Competent Marketing Employee Do?

063-Knowledge of/or Understanding that

That the available quantities of advertised merchandise should be checked before an ad breaks.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

050-Skill
014-Knowledge of/or Understanding that
012-Knowledge of/or Understanding that

Suggested Learning Activities

Have students determine how quantities of advertised merchandise are checked (such as physical inventory) before an ad breaks. Students can compare their findings with other students' reports as class discussion.

Have students determine, based on their own experience, what the procedures should be to insure that available quantities of advertised merchandise are on hand before an ad breaks. Then students can take these procedures to a store manager to review these procedures. The students should prepare a final report either written or oral.

References

Retail Merchandising
Chapter 17

Retailing Principles and Practices
Part 66
(7th edition, 1981 tentative)

LAP 2-063

Cluster Instructional Objective:

THE PROCESS OF MERCHANDISE SELECTION FOR PROMOTION WHICH INCLUDES COORDINATING ADS WITH A PROPER SUPPLY OF ADVERTISED MERCHANDISE

GRM-4

1 Advertising

What Does the Competent Marketing Employee Do?

050-Skill

Ability to make comparison shoppings of a competitor's merchandise.

OTHER CLUSTER COMPETENCIES

014-Knowledge of/or Understanding that
063-Knowledge of/or Understanding that
012-Knowledge of/or Understanding that

Suggested Learning Activities

Have students select products advertised by competitor's of their training station. By listing the features of the products advertised they can compare them with similar products sold at their training station.

Have students select two competitive stores and collect five advertisements of similar products for each store. Have the students list similar features and compare the store's merchandise line.

Have students keep a continual notebook of advertising done by a store in the community or their training station. They can keep the notebook handy at the training station for easy references.

Have students select 5 common items at their training station or a store in the community. Then have students shop at a competitor's store to compare prices; do not let them use sale items. Have students report the findings to the class for discussion.

References

Marketing and Distribution
Part 26, (2nd edition)

Retail Selling
Chapter 32, (2nd edition)

Retail Merchandising
Chapter 10, (8th edition)

Retailing Principles and Practices
Part 68

Buying and Pricing
Chapter 8

LAP 2-050

Retailing Principles and Practices
Part 59
(7th edition, 1981 tentative)

Cluster Instructional Objective:

THE PROCESS OF MERCHANDISE SELECTION FOR PROMOTION WHICH INCLUDES COORDINATING ADS WITH A PROPER SUPPLY OF ADVERTISED MERCHANDISE

GRM-5

1

What Does the Competent Marketing Employee Do?

014-Knowledge of/or Understanding that

Knowledge of the supply of merchandise available to back up an ad effectively.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

063-Knowledge of/or Understanding that
050-Skill
012-Knowledge of/or Understanding that

Suggested Learning Activities

Have students select three items on sale from an ad of a local store or their training station from the previous week. Then have students visit with the department manager or training sponsor to determine how the merchandise is ordered or kept in stock so there is enough on hand to adequately back up an ad. Have students submit a written report on their findings, or orally report to the class or instructor.

Have students select ten items from an ad. Based on their own judgment, the students should estimate how many units or cases it took to effectively cover the ad.

Have students take their estimated list and visit with the department manager, or training sponsor comparing their estimated list to how much was actually sold. If there is a difference, have students determine why.

References

Retail Merchandising
Chapter 13, 17

Advertising and Merchandising
Chapter 2

Retail Selling
Chapter 29

LAP 2-014

Retailing Principles and Practices
Part 26, 66
(7th edition, 1981 tentative)

Advertising

Cluster Instructional Objective:

THE PROCESS OF MERCHANDISE SELECTION FOR PROMOTION WHICH INCLUDES COORDINATING ADS WITH A PROPER SUPPLY OF ADVERTISED MERCHANDISE

GRM-6

1 Advertising

What Does the Competent Marketing Employee Do?

012-Knowledge of/or Understanding that

Knowledge of the significance of brand names in that they are likely to create customer preference and establish a company or produce in the public mind.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

014-Knowledge of/or Understanding that
063-Knowledge of/or Understanding that
050-Skill

Suggested Learning Activities

Have the students discuss how advertising creates a brand or company preference. (Give example of detergents, etc.) Have students conduct a community survey on brand preference, store preference and their reasons for this preference.

Have a guest speaker in to discuss the goal of advertising.

References

Marketing in Action
Chapter 13, a

Retail Merchandising
Chapter 13, a

Advertising
Chapter 1

LAP 2-012

Retailing Principles and Practices
Part 26, 66
(7th edition, 1981 tentative)

Cluster Instructional Objective:

UNDERSTAND AND APPLY SALES ACTIVITIES WITHIN THE STORE THAT APPLIES TO THE ADVERTISED MERCHANDISE

GRM-7

1

What Does the Competent Marketing Employee Do?

003-Knowledge of/or Understanding that

Knowledge of prices, available sizes, colors, styles, or models of merchandise being advertised in order to better promote or sell.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

070-Attitude
039-Skill
038-Skill
042-Skill
048-Skill

Suggested Learning Activities

Have students read an assignment relating to the importance of knowing pertinent merchandise facts in selling and advertising. After they have read the assignment, have students think of a purchase that a customer might make at a retail store and identify the product information that the clerk would tell to the customer. Students can then report the example to a group or the whole class.

References

Advertising and Displaying Merchandise
Chapter 2

Retail Selling
Chapter 29, (2nd edition)

Retail Merchandising
Chapter 13, (8th edition)

LAP 7-003

Retailing Principles and Practices
Part 26, 66
(7th edition, 1981 tentative)

Advertising

Cluster Instructional Objective:

UNDERSTAND AND APPLY SALES RELATED ACTIVITIES WITHIN THE STORE THAT APPLIES TO THE ADVERTISED MERCHANDISE

GRM-8

1

What Does the Competent Marketing Employee Do?

038-Skill

Skill in keeping personnel informed of sales promotion activities within the store.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

039-Skill
003-Knowledge of/or Understanding that
070-Attitude
048-Skill
042-Skill

Suggested Learning Activities

Have students select an ad appearing in the local newspaper for a general merchandising store. From the information contained in the ad, have students prepare a brief announcement (limit to 60 words) that a department manager might make to the clerks when informing them about the advertised items, how products are being promoted, and why clerks need to be aware of this information.

Have students describe in a one-page report how their training station informs the staff of sales promotion activities within the store. Have students compare reports. Or have the students interview a department head of a store to find out what information they give to their salespeople. Discuss interviews in class.

References

Retail Selling
Chapter 29, (2nd edition)

Retailing Principles and Practices
Part 52

LAP 7-038

Retailing Principles and Practices
Part 53, 66
(7th edition, 1981 tentative)

Advertising

Cluster Instructional Objective:

UNDERSTAND AND APPLY SALES RELATED ACTIVITIES WITHIN THE STORE THAT APPLIES TO THE ADVERTISED MERCHANDISE

GRM-9

1

What Does the Competent Marketing Employee Do?

039-Skill

Skill studying specific information in ads and using the advertised facts effectively in selling.

OTHER CLUSTER COMPETENCIES

048-Skill
042-Skill
003-Skill
070-Attitude
038-Skill

Suggested Learning Activities

Have students select an ad from the newspaper advertising merchandise at a department store. After studying the ad carefully to identify the selling points, students will prepare a list of these selling points. The students should explain why they are selling points and submit this report to you.

Give two students a structured sales situation. Have one serve as the salesperson, and the other play the role of the customer. The situation will revolve around the customer asking for additional product information concerning sale items in ads.

References

Advertising and Displaying Merchandise
Chapter 3

Advertising
Chapter 3

Retailing Principles and Practices
Part 52

Retailing Principles and Practices
Part 22
(7th edition, 1981 tentative)

LAP 7-039

Advertising

Cluster Instructional Objective:

UNDERSTAND AND APPLY SALES RELATED ACTIVITIES WITHIN THE STORE THAT APPLIES TO THE ADVERTISED MERCHANDISE

GRM-10

1

What Does the Competent Marketing Employee Do?

042-Skill

The skill of informing customers of the correct location of advertised merchandise within the store.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

070-Attitude
038-Skill
048-Skill
003-Knowledge of/or Understanding that

Suggested Learning Activities

Have students draw the store layout of their training station. Then have students take a newspaper ad from the current week and draw in where 15 of the special sale items are located. The layout should be turned into you along with directions on how to find five of those items. Students should be specific.

Have students visit another store asking a clerk where a specific advertised item is located. Students should repeat this process with two other clerks. The student should observe (1) how the directions were given by the various clerks, (2) whether or not the clerks used hand gestures in their oral explanations, (3) if the directions were clear enough for the student to follow, and (4) if the directions were the most direct route to the location. After the students have completed this activity, they should determine (1) which clerk gave the best directions and (2) why these directions were the best. The results of this experiment should be presented in a brief written or oral report.

Have students work in small groups to discuss why it is important for clerks to know where

(Continued on following page.)

References

Retailing Principles and Practices
Part 32

Retail Merchandising
Chapter 3, e

LAP 7-042

Retailing Principles and Practices
Part 26
(7th edition, 1981 tentative)

Advertising

1

What Does the Competent Marketing Employee Do?

042-continued

Suggested Learning Activities

advertised merchandise can be found in the store. Students should present how they (as clerks) can help customers find merchandise.

References

Cluster Instructional Objective:

UNDERSTAND AND APPLY SALES RELATED ACTIVITIES WITHIN THE STORE THAT APPLIES TO THE ADVERTISED MERCHANDISE

GRM-12

1

What Does the Competent Marketing Employee Do?

048-Skill

Ability to inform customers of special events or promotions within the store.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

003-Knowledge of/or Understanding that
038-Skill
039-Skill
070-Attitude
042-Skill

Suggested Learning Activities

From selected readings, have students determine (and list) the factors of good advertising. Using this list, have students select one department store ad to see if the ad has all of the factors they listed. If some factors are not listed, students should determine what could be done to the ad so the missing factors would be included.

Have students select ads from their training station newspaper and then visit with the store manager to determine if the ad specials were successful (i.e., was there an increase in sales volume). Then students should determine why or why not. Activity should be limited to three specials.

References

Retailing Principles and Practices
Part 16

Retail Merchandising
Chapter 13, (8th edition)

Fundamentals of Selling
Chapter 13

Retail Selling
Chapter 29

Retailing Principles and Practices
Part 25, 66
(7th edition, 1981 tentative)

LAP 7-048

Advertising

1

What Does the Competent Marketing Employee Do?

070-Attitude

Acquire the attitude of realizing the necessity of knowing facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles, and models in order to better promote or sell it.

Common to
Food Merchandising

OTHER CLUSTER COMPETENCIES

003-Knowledge of/or Understanding that
038-Skill
039-Skill
048-Skill
042-Skill

Advertising

Suggested Learning Activities

Given two blank advertising fact sheets and two advertisements, complete the advertising fact sheet by inserting the required information as obtained from the advertisements. SAMPLE: Form found in Harl and Samson, "Advertising and Displaying Merchandise" page 142.

Select five advertisements from the daily newspaper or in a magazine. Taking the ads selected, list the facts contained in the ads back to an advertising fact sheet.

Have students clip out ads from newspapers or magazines. Put these ads in a "Notebook Scrapebook," and identify what kind of ad it is, and why it caught their eye. The completed book should contain twenty-five different ads.

Have students select three ads for products sold at a department or grocery store. Have students record the facts contained in the ads about the merchandise to an advertising fact sheet which should contain name of the store, location, hours, headline, product description, sizes, price, color, original and sales price.

Forms available in Advertising and Displaying Merchandise Project 21, pages 141-142.

References

LAP 7-070

Retailing Principles and Practices
Part 52

Retail Merchandising
Chapter 11

Retail Selling
Chapter 17, (2nd edition)

Fundamentals of Selling
Chapter 9, (10th edition)

Basic Salesmanship
Chapter 4

Advertising and Display Merchandising
Chapter 2

Retail Selling
Chapter 29

Retail Merchandising
Chapter 13

Retailing Principles and Practices
Part 22, 66
(7th edition, 1981 tentative)

1

What Does the Competent Marketing Employee Do?

069-Attitudes

The attitude that advertising should be supplemented by attractive displays and an efficient sales force.

Common to
Food Marketing

Suggested Learning Activities

Have students select an ad from the newspaper. Students assume they are the manager of the store which ran the ad giving an oral presentation on what activities they would use to coordinate the advertising, sales promotion, and public relations programs to attract the greatest number of customers and to build an effective promotional campaign.

Have students determine five different types of displays that are used in local stores or at their training station. Students can illustrate the displays and explain why they were used in lieu of other types. If necessary, students can confer with store manager or their training supervisor.

References

Retail Merchandising
Chapter 13, 14c, e

Advertising and Displaying Merchandising
Chapter 5, 7

Retailing Principles and Practices
Part 16, 17, 18

Fundamentals of Selling
Chapter 14, (10th edition)

Retailing Principles and Practices
Part 25 & 26
(7th edition, 1981 tentative)

LAP 9-069

Advertising

2 What Does the Competent Marketing Employee Do?

164-Attitude

Attitude that certain thoughtlessly used terms or words can be misinterpreted by the listener.

Common to
Food Marketing

Suggested Learning Activities

List the following words on a piece of paper and have the students determine the ways these words can be misinterpreted by a customer.

1. Fantastic deal
2. Satisfaction guaranteed
3. Reduced up to 50%
4. Out of business sale
5. A good brand
6. A brand name
7. Cost
8. Factory seconds
9. Best buy
10. Clearance

From a newspaper, have students list the words from any advertisement or headline that could be misinterpreted or misleading. Also, students can look for any grammatical errors.

Have students ask the English-speech teacher to help them compile a list of 10 objectives or phrases that could be taken different ways or have different meanings. You should set this up with the English-speech teacher so the students will get the teacher's cooperation.

References

Human Relations in Business
Chapter 6

Fundamentals of Selling
Chapter 5

Communications in Marketing
Chapter 4

LAP 2-164

Retailing Principles and Practices
Part 14
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE USE OF SPEECH AND VOCABULARY TO GOOD ORAL COMMUNICATION

GRM-2

Communications

2 What Does the Competent Marketing Employee Do?

137-Skill

Ability to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

Common to Food Marketing

OTHER CLUSTER COMPETENCIES

152-Attitude
145-Attitude

Suggested Learning Activities

Have students translate into writing the following words and phrases. Then the students should discuss what kind of store image is conveyed when the phrases below are used.

a. Wuryagoin?
b. Whutimizut?
c. Dya wanna go widdem or widus?
d. Cher turn tucall, Margrut.
e. Wy dincha stoppim?
f. Watchagonnado nex Winsdy?
g. Ohuhdunno--probably jusidat home asuzhel.
h. Wenzee cumin?
i. Uh tole um u din wanany?
j. Whidencha gidda ticket forda boxun match?
k. Doncha ever unnderstan whucha read?
l. Uh dunno wy ya din gimme some.

References

Retail Selling
Chapter 8

Fundamentals of Selling
Chapter 3

Communications in Marketing
Chapter 4

Oklahoma Distributive Education II

Communications in Marketing
Chapter 3, (2nd edition)

3-137

Retailing Principles and Practices
Part 14
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE USE OF SPEECH AND VOCABULARY TO GOOD ORAL COMMUNICATION

GRM-3

2 What Does the Competent Marketing Employee Do?

145-Attitude

Attitude that poor or awkward grammar lowers store image and merchandise value in the estimation of the customer.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

137-Skill
152-Attitude

Suggested Learning Activities

In a role-playing situation, have one student act as a customer approaching a salesperson who is demonstrating a product of the customer's (student's) choosing. The student acting as the salesperson should use incorrect grammar while demonstrating the product. Follow the demonstration with a discussion on the image conveyed. Ask the student (customer) whether the product would be purchased from this salesperson and why or why not.

Play tape recorded sales presentation for the class. Some of the presentation should be grammatically correct and some grammatically incorrect. Have students decide which presentation created the most favorable impressions and which products they would purchase.

Have a person from the speech area of the high school give a lecture on "How Good or Proper Grammar Creates Good Image." Follow with class discussion.

As a group, the student will have a discussion on what they feel are misused words and phrases from their experiences.

References

Communications in Marketing
Chapter 4

Retailing Principles & Practices
Part 56

Retail Selling
Chapter 8

Fundamentals of Selling
Chapter 3

Retailing Principles and Practices
Part 14, 63
(7th Edition, 1981 tentative)

Grocery Merchandising
Assignment 2

Produce Merchandising
Assignment 13

Communications in Marketing
Chapter 3, (2nd Edition)

LAP 3-145

Cluster Instructional Objective:

ABILITY TO RELATE THE USE OF SPEECH AND VOCABULARY TO GOOD ORAL COMMUNICATION.

GRM-4

Communications

2 What Does the Competent Marketing Employee Do?

152-Attitude

Appreciation for the value of correct enunciation and pronunciation in speaking.

Comman to Food Marketing

OTHER CLUSTER COMPETENCIES

137-Skill
145-Attitude

Suggested Learning Activities

Ask students to develop a list of the words from their reading assignments they find difficult to pronounce. At convenient intervals during the semester, have students write the words on the chalkboard. Discuss with the students definitions and have them practice pronouncing the words. They should also use the words in sentences.

Ask a teacher from the speech department to talk to the class on the importance and value of correct enunciation and pronunciation. Supplement this presentation with a follow-up that applies to the business environment.

Acquire a tele-trainer from the telephone company. Have students role-play the following situation and record the students conversations. SITUATION: Have students call to inquire about an advertised position. Play the recording back to the class and listen for poor wording, poor enunciation, and poor pronunciation. Stress the importance of speaking correctly and the image it creates.

References

Retailing Principles & Practices
Part 56

Retail Selling
Chapter 9

Fundamentals of Selling
Chapter 3, b

Communications in Marketing
Chapter 4

Communications at Work
Chapter 3

Communications in Marketing
Chapter 3, (2nd edition)

Retailing Principles and Practices
Part 14
(7th edition, 1981 tentative)

LAP 3-152

Cluster Instructional Objective: COMPREHEND HOW THE VOICE AND GESTURES AFFECT COMMUNICATION

GRM-5

Communications

2 What Does the Competent Marketing Employee Do?

150-Attitude

An attitude of awareness that the voice can be used to express conviction and convey confidence.

Common to
Food Marketing

Suggested Learning Activities

Tape four or five radio commercials. Try to record a variety of advertisements that use different voice approaches to advertise merchandise. Have students write a reaction statement to each commercial after you have played it back for them. Write their reactions on the board, both good and poor points. Then ask them what could be done in order to make the advertisement express conviction and convey confidence.

Prepare a written sales talk. Have several students record the written sales talk. Have them try to convey confidence and express conviction. Play the recording back to the class for their comments.

References

Oklahoma Distributive Education III
Page 259-B

Fundamentals of Selling
Chapter 3, b

Retail Selling
Chapter 9

Retailing Principles and Practices
Parts 14, 34 (7th edition, 1981 tentative)

LAP 5-150

Cluster Instructional Objective:

ABILITY TO UNDERSTAND THE IMPORTANCE OF THE VOICE AS A MEDIUM OF SELLING

GRM-6

Communications

2 What Does the Competent Marketing Employee Do?

154-Attitude

An attitude or belief that the voice is an important medium through which selling is accomplished.

Common to
Food Marketing

Suggested Learning Activities

Have students record a sales presentation for an item sold at a store in the community or at their training station. Then students should play back the tape and evaluate its effectiveness for attention-getting value, enthusiasm, poise, confidence, and as an index of their feelings.

Their tape recording and evaluation should be turned in to you.

Have students listen to a TV or radio announcer and rate the announcer's voice for enthusiasm, poise, confidence, and effectiveness as an attention getter.

Video-tape a student's sales presentation in class and use the replay as a teaching device for enthusiasm, poise, and confidence.

References

Retail Selling
Chapter 9

Fundamentals of Selling
Chapter 3

Communications in Marketing
Chapter 4

Retailing Principles and Practices
Part 34 (7th edition, 198[illegible] tentative)

LAP 6-154

Cluster Instructional Objective:

ABILITY TO REALIZE THAT THE VOICE IS AN ENHANCER OF VALUE IN COMMUNICATIONS

GRM-7

Communications

2 What Does the Competent Marketing Employee Do?

155-Knowledge of/or Understanding that

Understanding that voice tone quality enhances the value of the merchandise described.

Suggested Learning Activities

Record four or five radio commercials on a tape player. Try to get a variety from "hard sell" to "soft sell" items. Then play the commercials for the students and ask them to react to each commercial as to the image of the merchandise and the image of the advertising firm. Then discuss each commercial with the students.

Role play with students. You be the customer and have students be the salespeople. Before the role-playing begins, give a brief lecture on the importance of voice tone and how it enhances the value of the merchandise described. As each student role-plays the salesperson, have the other students act as judges on the role-players. They should judge both the positive and the negative features of the voice tone quality. Then discuss with the students the role-playing situations or you can demonstrate the importance of voice by assuming the role of the salesperson.

References

Retailing Principles & Practices
Part 8

Retail Merchandising
Chapter 13, a

Fundamentals of Selling
Chapter 12, b, c

Communications in Marketing
Chapter 4

Retail Selling
Chapter 9

Communications in Marketing
Chapter 3, (2nd edition)

Communications at Work
Chapter 3

Retailing Principles and Practices
Part 34 (7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO TRANSLATE TECHNICAL WORDS INTO CUSTOMER LANGUAGE

GRM-8

Communications

2 What Does the Competent Marketing Employee Do?

143-Skill

In translating technical words concerning an item of merchandise into customer language.

Suggested Learning Activities

In small groups have the students analyze products discussing each feature in terms of customer benefits.

Have the students role play a sales demonstration using a technical product. All technical words should be translated to customer language.

References

Salesmanship Fundamentals
Chapter 6

Fundamentals of Selling
Chapter 9, c

Communications in Marketing
Chapter 1, (2nd edition)

LAP 12-143

Cluster Instructional Objective: ABILITY TO SELECT AND USE SUITABLE WORDS

Communications

2 What Does the Competent Marketing Employee Do?

123-Skill

Skill in selecting and using words suitable to the nature of the article or service being sold.

Common to
Food Marketing

Suggested Learning Activities

Have students select a product sold by a local business or their training station and prepare a list of vocabulary words unique to that product.

Have students prepare a demonstration on a product sold at their training station. As a student is presenting the product, classmates can make a vocabulary list of words used which they believe are unique to that product.

Have a group of students brainstorm a list of adjectives. The group should make the list as large as possible. Then the group can identify which adjectives convey real meaning and which are general and unmeaningful.

References

Fundamentals of Selling
Chapter 3
Part b

Retailing Selling
Chapter 9

Retailing Principles & Practices
Part 8

Retailing Principles and Practices
Parts 14, 34 (7th edition, 1981 tentative)

LAP 13-123

Cluster Instructional Objective:

UNDERSTAND THE IMPORTANCE OF COMMUNICATING EFFECTIVELY WHEN DEALING WITH CUSTOMER INQUIRIES OR EXPLAINING STORE POLICIES

GRM-10

Communications

2 What Does the Competent Marketing Employee Do?

116-Skill

Skill in satisfactorily handling customer inquiries for general information.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

117-Skill

Suggested Learning Activities

Arrange with a store manager or your training sponsor to observe the customer service department at the store. While observing, make a list of the information requested most frequently.

References

Retail Selling
Chapters 9, 30

Fundamentals of Selling
Chapter 7

Retailing Principles and Practices
Parts 4, 32, 56

Grocery Merchandising
Pages 1-4

Produce Merchandising
Pages 1-4
Assignment 12

Communications in Marketing
Chapter 1, 4

Communications in Marketing
Chapter 1, (2nd edition)

Retailing Principles and Practices
Part 34, (7th edition, 1981 tentative)

LAP 20-116

Cluster Instructional Objective:

UNDERSTANDING THE IMPORTANCE OF COMMUNICATING EFFECTIVELY DEALING WITH CUSTOMER INQUIRIES OR EXPLAINING STORE POLICIES

CRM-1i

Communications

2 What Does the Competent Marketing Employee Do?

117-Skill

Skill in interpreting store policies to customers.

Common to Food Marketing

OTHER CLUSTER COMPETENCIES

116-Skill

Suggested Learning Activities

Have students list four customer store policies from a local store or their training station. Then students should relate one possible question for each of these policies from the customers' point of view. The students could also respond to the questions and interpret store policy for the situation. The students information should be submitted to you for evaluation.

Have students interview store manager at a local store or their training station to determine the rationale behind four of the store's customer policies. Students should submit the report to you or invite the manager to be a guest speaker on customer policies.

References

Customer Services
Chapters 5, 6

Retailing Principles & Practices
Part 31

LAP 20-117

Retailing Principles and Practices
Part 13, 30
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO IDENTIFY TRUE REASONS FOR COMPLAINTS

GRM-12

Communications

2 What Does the Competent Marketing Employee Do?

157-Attitude

Attitude that by listening "with a sensitive ear" one can often detect true sources of complaints or grievances among store personnel.

Common to
Food Marketing

Suggested Learning Activities

Have each student write an incidence where the customer was very angry and had the "what for" attitude because the customer was upset with the store. Then using the DICE method or another case problem solving method, have each student complete one or two such cases from the selected readings. Discuss with the students each step of the case problem approach to make sure that all facts, solutions, etc. are covered. Finish this exercise by exploring how a good salesperson can turn complaints into good customer relations through handling the complaint properly and trying to understand the customer's problem.

Give students four or five reaction statements and have them write down a short answer. Then discuss with the students the short-range and long-range results of their reactions. Stress the fact that when most customers are angry they are not attacking the individual personally, but the individual's actions; i.e., a bagger who crushed the customer's bread, and not Jane Jones as a person.

(Continued on following page.)

References

Retailing Principles & Practices
- Part 57
- Pages 39-40
- Pages 487-488
- Pages 32-35

Retail Selling
- Pages 322, 111

Retail Merchandising
- Chapter 12
- Part d
- Page 175

Fundamentals of Selling
- Chapter 12, e
- Page 199

Basic Salesmanship
- Chapter 7

Basic Selling
- Chapter 7, (2nd edition)

Grocery Merchandising
- Pages 1-4

Cluster Instructional Objective:

ABILITY TO IDENTIFY TRUE REASONS FOR COMPLAINTS
(Continued)

GRM-13

2 What Does the Competent Marketing Employee Do?

157-Continued

Communications

Suggested Learning Activities

The following is an example of one reaction statement:
"The shirt you sold me shrunk and you said that it wouldn't. I don't like people lying to me, and I am going to have you fired."

Discuss with the students how to handle various types of complaints. Stress the "art of listening" to what the customer has to say. Then give the students several examples to see if they are being "a good listener."

References

Produce Merchandising
Pages 1-4

Communications in Marketing
Chapter 2

Psychology and Human Relations in Marketing
Chapter 7

Human Relations in Marketing
Chapter 7, (2nd edition)

Communications in Marketing
Chapter 2, (2nd edition)

Retailing Principles and Practices
Part 30, (7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE IMPORTANCE OF WRITING SALESCHECKS AND PURCHASE ORDERS ACCURATELY

GRM-14

Communications

2

What Does the Competent Marketing Employee Do?

125-Skill

Skill in writing saleschecks legibly so that errors in delivery, quantities sent and amounts charged for can be eliminated.

Common to
Food Marketing

Suggested Learning Activities

Provide students with examples of saleschecks using those forms, have students record the following transactions:

1. Mr. Thompson at 1825 Vail Avenue, Greensboro, NC, purchases a suit for $79.95, a hat for $8.00, and a tie for $4.00. This is a charge sale made today (use current date), Mr. Thompson wants the merchandise delivered to his home. As the salesperson, your number is 186 and the department is 18. The sales tax is 5% and the delivery charge is $1.50.
2. Ms. J. A. Jones of 1912 Herrin Street, Apartment 61E, Madison, WI, charged a suit for $149.50. She wanted the suit delivered to 2800 Superior Street, Madison, WI. There is a sales tax of 5% and a $2.00 charge for delivery. As the salesperson, your code number is 2864 and the department number is 50; use the current date.

Have students complete the following case problem:
CASE PROBLEM: Terry Mason works in the housewares department. One afternoon shortly before closing, the store became very busy so Terry didn't record the quantity and unit price on the sales checks.

(Continued following page.)

References

Retail Selling
Chapter 11

Retail Principles and Practices
Part 10

Retail Merchandising
Chapter 11

Communications in Marketing
Chapter 7, (2nd edition)

Retailing Principles and Practices
Part 28, (7th edition, 1981 tentative)

LAP 29-125

2 What Does the Competent Marketing Employee Do?

125-Continued

Suggested Learning Activities

He decided to do this after the store closed. At 5:30, Terry started to fill in the missing information. However, for one sales check, Terry could not remember if an $8.00 charge for glasses represented 4 sherbert glasses at $2.00 each or 2 crystal water glasses for $4.00 each. On another sales check the merchandise was to be delivered but Terry could not read her writing. The address looked like either "480" or "988" Maple Street. Discuss why Terry's shortcuts failed, how the mistakes will affect store records, and what the supervisor's reaction is likely to be.

References

Cluster Instructional Objective:

ABILITY TO RELATE THE IMPORTANCE OF TRAINING OF OTHERS AND COMMUNICATION NECESSARY FOR ADVANCEMENT

GRM-16

2 What Does the Competent Marketing Employee Do?

138-Skill

Ability to assist with training or teaching others.

OTHER CLUSTER COMPETENCIES

144-Attitude

Communications

Suggested Learning Activities

Invite a resource speaker to present to the students the training process of new employees. Tell the students to take notes upon completion of the speaker's presentation, ask the students two questions relating to the training process. The students should be able to use their notes for their answers. Collect the notes and the answers to the questions. Have students write a brief summary of what their training process was like when they started at the training station (or on their first summer of part-time job). Besides identifying the training they received, have students explain what additional training they feel they should have received. From this students could write a brief training process for new employees.

References

LAP 39-138

Fundamentals of Selling
Pages 231-234

Retailing Principles and Practices
Part 21

Psychology and Human Relations in Marketing
Chapters 5, 6, 8

Communications in Marketing
Page 65

Grocery Merchandising
Pages 1-4

Produce Merchandising
Pages 1-4

Human Relations in Marketing
Chapter 5, (2nd, edition)

Retailing Principles and Practices
Parts 32-53, (7th edition 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE IMPORTANCE OF TRAINING OF OTHERS AND COMMUNICATION NECESSARY FOR ADVANCEMENT

GRM-18

Communications

2 What Does the Competent Marketing Employee Do?

144-Attitude

Attitude that the ability to communicate skillfully in good English is essential to a person's business advancement.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

138-Skill

Suggested Learning Activities

Present a short lecture to the students on why effective communication is important to advancement on the job. Then have students prepare a list of 20 actions indicative of good communication skills. (For example: "voice is pleasing to hear, correctly pronounces each word. Has a good vocabulary.")

Using transparancies, show the students two applications for employment--one prepared neatly using proper English and the other prepared in a haphazard fashion using improper English. Have students decide which applicant they would hire based on the ideas "communicated" by the application.

References

Communication in Marketing
Chapter 4

Retail Selling
Chapter 9

Grocery Merchandising
Pages 1-4

Produce Merchandising
Pages 1-4

Retailing Principles and Practices
Part 56, 9
(7th edition, 1981 tentative)

LAP 39-144

Cluster Instructional Objective:

COMPREHEND THE IMPORTANCE OF CONTROLLING GRIEVANCES THROUGH COMMUNICATION

GRM-19

Communications

2 What Does the Competent Marketing Employee Do?

106-Knowledge of/or Understanding that

Understanding that to control grievances within the organization, employees should be given timely information concerning policies and procedures.

Common to
Food Marketing

Suggested Learning Activities

From selected readings, have students write the key points of the material. Their paper should be submitted to you.

Present a lecture to the students on the procedures organizations should follow so communication channels are kept open thus avoiding misunderstandings on store policies and procedures.

Have students briefly outline the procedures their training station uses to control policy and procedure grievances within the organization.

References

Retailing Principles & Practices
Part 57, 4

Retail Merchandising
Chapter 5

Communications in Marketing
Chapter 7

Modern Supermarket Operation
Chapter 5

Produce Merchandising
Pages 1-4

Grocery Merchandising
Pages 1-4

Communications in Marketing
Chaper 7, (2nd edition)

LAP 40-106

Retailing Principles and Practices
Part 13, 52
(7th edition, 1981 tentativ

Cluster Instructional Objective:

ABILITY TO RELATE WHY IT IS IMPORTANT TO KEEP COMMUNICATION CONFIDENTIAL AND HOW TO SUGGEST CHANGES TO MANAGEMENT

Communications

2 What Does the Competent Marketing Employee Do?

102-Knowledge of/or Understanding that

Knowledge of when to keep communications confidential.

Common to
Food Marketing

Suggested Learning Activities

Have students brainstorm a list of communications which they believe should be kept confidential. Follow the brainstorming session with a discussion on what happens when employees reveal communication which should have been kept confidential. Have students do the following case problem.

CASE PROBLEM:
You are a salesclerk for a major store in town and the store manager has communicated the following information to you. Determine which should be kept confidential and why this information should not be revealed to others:

1. Your new raise.
2. A more liberal credit policy to be instituted in two weeks.
3. A new owner has bought the store.
4. A fellow employee has decided to terminate employment at this store.
5. The shipping date for new stock scheduled to be advertised next week has been delayed due to a truck strike.

Have students role play a situation where one employee brags about a raise to another employee.

(Continued on following page.)

References

Communications in Marketing
Chapter 7

Retailing Principles and Practices
Part 56

Retailing Principles and Practices
Parts 13, 14, (7th edition 1981 tentative)

LAP 43-102

Cluster Instructional Objective:

ABILITY TO RELATE WHY IT IS IMPORTANT TO KEEP COMMUNICATION CONFIDENTIAL AND HOW TO SUGGEST CHANGES TO MANAGEMENT
(Continued)

GRM-21

2 What Does the Competent Marketing Employee Do?

102-Continued

Suggested Learning Activities

CASE PROBLEM:
New management is coming in and the employees are complaining about it without knowing the facts. Have students discuss what could be done to correct that situation.

References

Communications

Cluster Instructional Objective:

ABILITY TO ASSIGN WORK WITH CLARITY

GRM-22

Communications

2 What Does the Competent Marketing Employee Do?

139-Skill

Ability to convey directions and instructions clearly to employees.

Suggested Learning Activities

Have students determine how the following messages could best be communicated to employees:

1. You want a departmental employee to work an additional three hours this coming Saturday night.
2. For accounting purposes, you want all part-time employees to use register key "A" when ringing up their sales.
3. Mrs. Lucas wants her special order draperies brought to the customer service desk by 2:00 this afternoon.
4. You need a complete list of all vacation requests for full-time and part-time employees given to your secretary by noon Friday.

Have students tape record directions on how to perform a specific task at their training station. Then have students play the tape for other class members to evaluate the directions on the tape for clarity.

Have students brainstorm why labeling is important.

References

Retail Selling
Chapters 6, 9

Communications in Marketing
Chapter 5

Retail Merchandising
Pages 171, 175

Retailing Principles & Practices
Part 57

Fundamentals of Selling
Part a,b

Retailing Principles and Practices
Part 52, (7th edition, 1981 tentative)

LAP 46-139

Cluster Instructional Objective:

COMPREHEND THE EFFECT OF READING TRADE JOURNALS AND OTHER PUBLICATIONS

GRM-23

Communications

2 What Does the Competent Marketing Employee Do?

110-Knowledge of/or Understanding that

Knowledge that valuable information can be gained by reading manufacturer's handtags, labels, directions, etc.

Suggested Learning Activities

Select five products and compare the labels to determine just what type of information they contain. Make a comparison of information and have students submit the report to you.

Have students secure two or three trade journals from their training station and bring them to class for discussion. Give a brief explanation of how trade journals are valuable sources of product information. Illustrate your answers.

From the DECA Distributor, look at some of the fund raising ads. Determine by comparison of three fund raising projects, the information that you can determine from the ad. Report your findings to the class.

References

Retail Merchandising
Chapter 11, b

Retail Selling
Chapter 17

Produce Merchandising
Assignments 3, 9

Grocery Merchandising
Assignment 20

Basic Selling
Chapter 4

Retailing Principles and Practices
Part 22, (7th edition, 1981 tentative)

LAP 54-110

Cluster Instructional Objective: ABILITY TO RELATE THAT FIRST IMPRESSIONS AND ENTHUSIASM ARE POSITIVE WORKER TRAITS

GRM-24

Communications

2 What Does the Competent Marketing Employee Do?

158-Attitude

An attitude of awareness that nothing is quite so important or contagious as enthusiasm--for the store, for the merchandise, and for customers.

Common to
Food Marketing

Suggested Learning Activities

Have students brainstorm a list of adjectives or phrases which convey a feeling of enthusiasm. Then the students should identify different ways a clerk can show interest towards customers, merchandise and the store. Set up a role playing situation where a customer enters a store to make a purchase. Have a student acting as the salesperson demonstrate enthusiasm in as many different ways as possible.

Have students listen to two tape-recorded sales presentations for the same product. One presentation should be delivered in a monotone and the other delivered enthusiastically. Have students decide from which salesperson to purchase the product. In a group, have students discuss reactions to each salesperson.

References

Retail Selling
Chapter 8

Retailing Principles & Practices
Part 21

Fundamentals of Selling
Chapter 3

Produce Merchandising
Pages 1-4
Assignment 12

Grocery Merchandising
Pages 1-4

Basic Selling
Chapter 6
Record 1
Side 2
Band 1

Retailing Principles and Practices
Parts 14, 41, (7th edition 1981 tentative)

LAP 55-158

Cluster Instructional Objective: COMPREHEND THE EFFECT OF A GOOD STORE IMAGE

GRM-25

Communications

2 What Does the Competent Marketing Employee Do?

153-Attitude

An attitude of awareness that the use of terms of "endearment" lowers the merchandise, the salesperson and the store's image in the estimation of the customer.

Suggested Learning Activities

Present to the class a list of endearment terms or words. Ask for their reaction to the words; first how they feel about the word in a personal sense. Then ask the students how they feel about the words in a business sense. Make notes of similarities and differences and then discuss the overall presentation with the students.

As the rest of the class observes, role play with a student--you be the salesperson and have the student be the customer. As the salesperson talks to the customer, several endearment terms or words should be used. None of the students (including the customer) should know in advance what you are going to do. Do not use so many endearment words that it becomes obvious. After the sales presentation, ask the class if they noticed anything about the demonstration. Then discuss with the class the use of endearment terms and why an employee should not use such words.

References

Retailing Principles & Practices
Pages 59, 455

Retail Selling
Chapters 8, 9, 20

Fundamentals of Selling
Chapter 3, b

Communications in Marketing
Chapter 4

Retailing Principles and Practices
Part 14, (7th edition, 1981 tentative)

LAP 56-153

Cluster Instructional Objective:

AN AWARENESS OF MANY PURPOSES OF DISPLAYS SUCH AS BUILDING GOODWILL, PROMOTE AND HELP MOVE GOODS

GRM-1

3 What Does the Competent Marketing Employee Do?

240-Attitude

Acquire an attitude that good display can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods, and build goodwill.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

259-Attitude

Display

Suggested Learning Activities

After showing slides of various types of displays, have students determine the purpose of each display.

Have students survey five stores in their occupational interest to observe displays. Then students should list the name of the store and the purposes for which the display was built and turn this in to you.

Using a display rating sheet from the DECA Handbook, have students evaluate three window displays in their occupational interest.

After evaluating, have the students discuss the displays and their evaluations with the class.

Have the student select a store in community and interview several customers about the display's purpose and/or effectiveness.

References

Retailing Principles and Practices
Part 17

Display and Promotion
Chapter 2

Retail Merchandising
Chapter 14

Display and Promotion
Chapter 1, (2nd edition)

LAP 1-240

Retailing Principles and Practices
Part 27,63
(7th edition, 1981 tentative)

Cluster Instructional Objective: AN AWARENESS OF MANY PURPOSES OF AS BUILDING GOODWILL, PROMOTE AND HELP MOVE GOODS

3 What Does the Competent Marketing Employee Do?

259-Attitude

Attitude that good display (or visual merchandising) plays a major role in the volume movement of goods.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

240-Attitude

Suggested Learning Activities

Have students recall and list the merchandise and services that they have purchased during the last three days. Then students should recall if displays played any part in their purchases. Have students get into groups or the entire class can be one group. Then students can combine individual lists into one list to determine the influence of displays on the purchases of the group.

In a brainstorming session have students compile a list of purposes for merchandise displays. Students can illustrate their lists by designing a poster with photograpns or paste-ups that include major purposes and underlying purposes of displays.

References

LAP 1-259

Display and Promotion
Chapter 2, 7

Retail Merchandising
Chapter 14

Retailing Principles and Practices
Part 16, 17

Advertising and Displaying Merchandise
Chapter 1, u

Display Ideas for Supermarket
Chapter 1, 2

Modern Supermarket Operations
Chapter 17, 18

Stocking, Marking, and Displaying

Merchandising in Action
Chapter 1, 2

Grocery Merchandising
Assignments 4, 6, 8
9, 12-20, 23, 24

Produce Merch[illegible]ising
Assignments 8, 10

Cluster Instructional Objective: A COMPREHENSION OF THE IMPORTANCE OF DISPLAY AS IT APPLIES TO THE STORE IMAGE

GRM-3

3 What Does the Competent Marketing Employee Do?

242-Attitude

Acquire an attitude that displays should reflect the character of the store in both quantity and quality.

Common to
Food Marketing

Suggested Learning Activities

Given several slides of displays, both interior and exterior, have students determine the type of store image which the store is trying to reflect.

Have students visit five different stores noting the types of interior and exterior displays used in different departments. Through a written report, students can discuss the images reflected by each store.

After they have researched the displays and determined the store's image, have the students compare their image with the image the store believes it possesses. This can be done by talking with the store manager. Discuss any differences that occur.

References

Display and Promotion
Chapter 2

Retailing Principles and Practices
Part 17

Retail Selling
Chapter 28

Display and Promotion
Chapter 6, (2nd edition)

LAP 2-242

Retailing Principles and Practices
Part 27
(7th edition, 1981 tentative)

Cluster Instructional Objective:

AN AWARENESS OF THE IMPORTANCE OF GOOD DISPLAY DESIGN IN ORDER TO EXPOSE MERCHANDISE IN SUCH A WAY AS TO INCREASE SALES

GRM-4

3 What Does the Competent Marketing Employee Do?

237-Attitude

The attitude that good display of merchandise is a prime factor in developing a customer's interest.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

260-Attitude
246-Attitude

Suggested Learning Activities

From selected readings, have students write an essay on why they believe good display is a prime factor in developing a customer's interest. Students can then discuss their essay with you to determine if their views are similar to those expressed by the authors.

From selected readings, have students develop background information on why good displays are a prime factor in developing customer interest. Then students can break into small groups and discuss the topic; one student should act as a recorder. After the small discussion have each recorder present the findings to the class.

References

Stocking, Marking, and Displaying

Advertising and Displaying Merchandise
Chapter 1, 5

Retail Merchandising
Chapter 14

LAP 3-237

Retailing Principles and Practices
Part 27
(7th edition, 1981 tentative)

Cluster Instructional Objective:

AN AWARENESS OF THE IMPORTANCE OF GOOD DISPLAY DESIGN IN ORDER TO EXPOSE MERCHANDISE IN SUCH A WAY AS TO INCREASE SALES

GRM-5

3 What Does the Competent Marketing Employee Do?

239-Attitude

Acquire an attitude that self-selection merchandise must be properly signed or identified for greatest ease in customer selection.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

260-Attitude
237-Attitude
246-Attitude

Suggested Learning Activities

Have a group discussion on the importance of self-service institutions and how the displays will vary the amount of sales.

Have students make a field observation of self-selection merchandise displays and answer the following questions regarding these displays:

1. Are the displays properly signed?
2. Are all of the self-selection merchandise displays signed?
3. Do they believe that self-selection merchandise displays should be signed?
4. Why or why not?

Have students prepare a bulletin board or a poster showing the importance of identifying self-selection merchandise.

References

Advertising and Displaying Merchandise
Section 7

Display and Promotion
Chapter 6

Retailing Principles and Practices
Part 17

Retail Merchandising
Chapter 14

Display and Promotion
Chapter 6, (2nd edition)

LAP 3-239

Retailing Principles and Practices
Part 20, 27
(7th edition, 1981 tentative)

Display

Cluster Instructional Objective:

AN AWARENESS OF THE IMPORTANCE OF GOOD DISPLAY DESIGN IN ORDER TO EXPOSE MERCHANDISE IN SUCH A WAY AS TO INCREASE SALES

3 What Does the Competent Marketing Employee Do?

246-Attitude

An attitude that color plays an important part in the customers acceptance of merchandise.

OTHER CLUSTER COMPETENCIES

260-Attitude
237-Attitude
239-Attitude

Suggested Learning Activities

Discuss the effect of color. Have the students give examples of seasonal colors, warm colors, etc.

Have the students visit three stores and evaluate their color schemes. Discuss or have them write a brief paper.

Have the students develop a display theme and coordinate colors and color scheme to theme.

References

Advertising and Displaying Merchandise
Page 58-62

Display and Promotion
Chapter 4

LAP 3-246

Retailing Principles & Practices
Part 46
(7th edition, 1981 tentative)

Cluster Instructional Objective:

AN AWARENESS OF THE IMPORTANCE OF GOOD DISPLAY DESIGN IN ORDER TO EXPOSE MERCHANDISE IN SUCH A WAY AS TO INCREASE SALES

3 What Does the Competent Marketing Employee Do?

260-Attitude

An attitude that increased traffic from advertising, special promotions and sales can only be retained by the store presenting and displaying its products in a manner both pleasing and easy for the customer to shop.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

246-Attitude
237-Attitude
239-Attitude

Suggested Learning Activities

Have the students design a layout for a department in the store promoting a sale. Discuss their store layout and why they designed it that way.

Have students evaluate 3 different stores to determine how pleasing it is for a customer.
--are departments clearly identified.
--are products clearly identified and clean.
--is there a traffic pattern.
--is the atmosphere of the store pleasing.

Discuss their finding or have them write a brief report.

References

Advertising and Displaying Merchandise
Page 51, 52

Retailing Principles and Practices
Part 32

LAP 3-260

Retailing Principles and Practices
Part 79
(7th edition, 1981 tentative)

Display

Cluster Instructional Objective:

AN AWARENESS THAT CERTAIN DISPLAY FUNDAMENTALS ARE AS IMPORTANT AS THE MERCHANDISE BEING SHOWN

GRM-8

3 What Does the Competent Marketing Employee Do?

243-Attitude

Acquire an attitude that displays should be changed often to maintain customer interest.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

252-Attitude

Suggested Learning Activities

Have a small group of students brainstorm as a list of reasons why displays should be changed frequently. Then students can develop a list of reasons that came about from the brainstorming.

Have students discuss with a manager in a local store, or their training sponsor, the display schedule at their store. Students should find out if interior displays are changed more frequently than window displays and how often both are changed. Students should list any reasons for the store's procedure. Then have students summarize their findings in a written report.

References

Retail Merchandising
Chapter 14

Display and Promotion
Chapter 3

Advertising and Displaying Merchandise
Section 6

Display and Promotion
Chapter 2, (2nd edition)

LAP 5-243

Retailing Principles and Practices
Part 27
(7th edition, 1981 tentative)

Cluster Instructional Objective:

AN AWARENESS THAT CERTAIN DISPLAY FUNDAMENTALS ARE AS IMPORTANT AS THE MERCHANDISE BEING SHOWN

3 What Does the Competent Marketing Employee Do?

252-Attitude

The attitude that clean store display windows enhance the merchandise being shown

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

243-Attitude

Suggested Learning Activities

Have students survey a series of stores and display cases. Then they can compile a list of stores which had smudged or dirty windows and discuss the effects of the dirty windows on the merchandise.

Have students design a plan for keeping display windows clean. They can discuss this plan with their training sponsor; then they follow it regularly while working.

References

Retail Merchandising
Chapter 14

Advertising and Displaying Merchandising
Chapter 6

Display and Promotion
Chapter 2

Retailing, Principles and Practices
Part 17

Produce Merchandising
Assignment 4, 11

Display and Promotion
Chapter 2, (2nd edition)

LAP 5-252

Retailing Principles and Practices
Part 27
(7th edition, 1981 tentative)

Cluster Instructional Objective:

UNDERSTAND WHAT IS INVOLVED IN PLANNING AND PREPARATION OF DISPLAYS

GRM-10

3 What Does the Competent Marketing Employee Do?

177-Knowledge of/or Understanding that

Knowledge of the housekeeping necessary for the proper upkeep of department displays of merchandise.

Common to Food Marketing

Suggested Learning Activities

Discuss the reasons and procedures for proper housekeeping activities for department displays.

Have the students evaluate 3 different department displays in local stores. Have the students discuss their reactions.

Have the students discuss with their training sponsor the need for well-kept displays. Then have the student write a brief report of their findings.

Have the students prepare guidelines for new employees by summarizing housekeeping activities that should be preformed to properly maintain department displays.

References

Advertising and Displaying Merchandise
Part 5

SMA, Small Business Administration, 124
Pages 4, 5

Display and Promotion
Chapter 2

Display and Promotion
Chapter 2, (2nd edition)

LAP 8-177

Retailing Principles and Practices
Part 27
(7th edition, 1981 tentative)

4 Human Relations

What Does the Competent Marketing Employee Do?

263-Knowledge of/or Understanding that

The knowledge of how to dress appropriately for the job and maintain a well-groomed appearance.

Common to Food Marketing

Suggested Learning Activities

Invite a guest speaker, such as a personnel manager, to speak on appropriate dress for work in retail.

Have students of similar occupational interests get into small groups. The group can devise a dress code for training stations.

Have students find pictures in magazines that demonstrate appropriate dress for given occupations.

Have students view the filmstrip "The Look Is Natural."

Have students discuss the reasons why dress codes might vary from job to job.

References

LAP 3-263

Oklahoma Distributive Education I

Fundamentals of Selling
Chapter 3

Psychology and Human Relations in Marketing
Chapter 2

Grocery Merchandising
Assignment 2

Produce Merchandising
Assignment 13

Retailing Principles and Practices
Parts 8, 23, 63
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF SHOWING AN INTEREST IN OTHERS

GRM-2

4

Human Relations

What Does the Competent Marketing Employee Do?

268-Knowledge of/or Understanding that

The knowledge of how to show an interest in others.

Suggested Learning Activities

Have students read "How to Win Friends and Influence People." Then students can list on a sheet of paper at least four ways one person shows an interest in others. One student should show their list to another student who is doing the same assignment so they can compare lists. Then they should turn in their combined list to you.

Have students keep a notebook for the following situation:

For the next three times when students are informally visiting with either friends or fellow workers, they should strive to listen and ask questions instead of doing all the talking. In their notebooks they should record their reaction to the conversation and the feeling created by showing an interest in what the other person was talking about.

References

LAP 7-268

Basic Salesmanship
Chapter 9

Communications in Marketing
Chapter 4

Retailing Principles and Practices
Part 21

Psychology and Human Relations in Marketing
Page 17

Fundamentals of Selling
Chapter 3

Basic Selling
Chapter 9
(2nd edition)

Communications in Marketing
Chapter 4
(2nd edition)

Retailing Principles and Practices
Part 15
(7th edition, 1981 tentative)

Human Relations

4

What Does the Competent Marketing Employee Do?

303-Skill

Skill in generating enthusiasm toward people.

Common to Food Marketing

Suggested Learning Activities

Discuss with the students different ways in which people can show enthusiasm toward others.

Have students demonstrate how enthusiasm would be shown toward the following types of people:

(1) Grandparents
(2) Best friend
(3) Younger brother or sister
(4) Teacher
(5) Dentist
(6) Fellow Worker
(7) Employer (The Boss)

Have students role play the situations in activity number.

References

LAP 8-303

Fundamentals of Selling
Chapter 3, c

Retailing Principles and Practices
Part 21

Retail Selling
Chapter 8

Produce Merchandising
Assignment 12, 13
Pages 1-4

Grocery Merchandising
Pages 1-4

Retailing Principles and Practices
Part 15
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF INITIATIVE AND CREATIVITY TO SUCCESSFUL JOB PERFORMANCE

GRM-4

Human Relations 4

What Does the Competent Marketing Employee Do?

296-Skill

Skill in demonstrating initiative and creativity.

Common to Food Marketing

Suggested Learning Activities

Present a brief lecture on what initiative and creativity is and how it is instrumental in job success and promotion. Follow the lecture with several brief situations (one follows) that could happen at work. Ask the students what they would do in this situation.

SITUATION: If you saw paper littering the selling floor or in the back stock room, would you pick it up and discard it?

Then ask the students for several situations where they feel that they demonstrated initiative and creativity at work. Ways to lead into this would be to ask students: (1) Were you ever given a task and instead of "just" doing what was required, you took that extra step to do more than what was required of you? How did it make you feel? or (2) Did a customer ever have a special problem where you did something out of the ordinary to help?

(Continued on following page.)

References

LAP 10-296

Basic Salesmanship
Chapter 9

Basic Selling
Chapter 9

Psychology and Human Relations in Marketing
Chapter 2

Retail Merchandising
Chapter 11
Pages 615-616

Retail Selling
Chapter 8
Unit 4

Fundamentals of Selling
Chapter 3

Grocery Merchandising
Assignment 2

Retailing Principles and Practices
Part 21

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF INITIATIVE AND CREATIVITY TO SUCCESSFUL JOB PERFORMANCE (CONTINUED)

4 What Does the Competent Marketing Employee Do?

296 Continued

Suggested Learning Activities

Present a brief lecture on the skill of initiative and creativity. Then solicit examples from the students on the types of things they have done at work to demonstrate initiative and creativity. Ask students how it made them feel when they did that "little bit extra."

References

Produce Merchandising
Assignment 13

Creative Selling
Chapter 3
(2nd edition)

Retailing Principles and Practices
Parts 9, 32
(7th edition, 1981 tentative)

4 Human Relations

What Does the Competent Marketing Employee Do?

284-Skill

Skill in maintaining an objective point of view in problem situations.

Common to
Food Marketing

Suggested Learning Activities

Have students cite one example of a recent problem that developed at work; have them do this in writing. Then the students can determine if the outcome of their problem was approached objectively. They should also explain why or why not and discuss their findings with you.

From selected readings, have students answer the following questions:

1. List at least two advantages of maintaining an objective point of view.
2. Give at least one way to maintain an objective point of view.
3. What is meant by "maintaining an objective point of view?"

References

LAP 12-284

Retailing Principles and Practices
Part 21

Communications in Marketing
Chapter 2

Modern Supermarket Operations
Chapter 5, 23

Grocery Merchandising
Pages 1-4

Produce Merchandising
Pages 1-4

Retailing Principles and Practices
Parts 30, 34
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF REPRESENTING THE BUSINESS FAVORABLY.

What Does the Competent Marketing Employee Do?

287-Skill

Skill in representing the business favorably to customers and outside business associates.

Common to
Food Marketing

Suggested Learning Activities

Have students make a list of all the positive characteristics of their job and of the training station.

SITUATION: A friend has heard that a student's training station is a terrible place to work.

Through a role playing situation, have the student convince the friend that the training station is actually a good place to work.

CASE: A fellow employee is overheard telling a customer they can get better merchandise at a store down the block. How would you handle the situation?

In buzz groups, have students create a list of items that project a bad image of a business to customers. Students can compare their lists and provide solutions to the various problems.

Have the students discuss reasons for presenting their business in a favorable way. What is the outcome of negative behavior toward your business?

References

LAP 30-287

Produce Merchandising
Assignment 12

Grocery Merchandising
Assignment 24

Fundamentals of Selling
Chapter 3, c

Retail Selling
Chapter 8

Retailing Principles and Practices
Part 21

Retailing Principles and Practices
Parts 34, 42, 63
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF BUILDING GOOD PUBLIC RELATIONS

GRM-8

4 What Does the Competent Marketing Employee Do?

320-Attitude

The attitude that good human relations within a company builds good public relations.

Suggested Learning Activities

Ask students the following questions and have them respond in written form. Ask students to answer within the confines of the wholesaling industry. You could also ask them if the type of industry makes a difference. Write comments when evaluating students' responses.

1. What is the meaning of public relations?
2. Why do firms employ public relations personnel?
3. How are good public relations developed?

Create a tape on "Building Good Public Relations." (Tape is made from LAP 31, handout 1.) Have students listen to a tape. After the students listen to the recording, have them react to the following, either written or orally:

1. What is the meaning of public relations?
2. How are good public relations developed?
3. Why should a business strive to maintain good public relations?

Ask students to cite personal examples of what their training station does in order to promote better public relations. If students are unsure, have them find out from

(Continued on following page.)

References

LAP 31-320

Retailing Principles and Practices
Part 21

Marketing and Distribution
Part 45

Wholesaling
Chapter 4

Retail Merchandising
Chapter 3, e

Retail Selling
Chapter 4, 5

Human Relations in Business
Chapter 1, 3, 4

Psychology and Human Relations in Marketing
Chapters 3, 4, 5, 7, 8

Retailing Principles and Practices
Part 15
(7th edition, 1981 tentati

What Does the Competent Marketing Employee Do?

320 Continued

Suggested Learning Activities

their training sponsor what the firm does to promote public relations. (This could also be done with another business instead of the training station.)

Have students set up a public relations calendar for their training station.

References

What Does the Competent Marketing Employee Do?

277-Knowledge of/or Understanding that

The knowledge that personnel usually understand and comply more readily with policies and procedures which they have helped develop.

Suggested Learning Activities

Have students interview the personnel manager of local stores or their training station to determine how policies are formed. They should answer the following questions as well as elaborate on any other information they feel is important. "Is there a set procedure?" "Does policy procedure come down from the corporate level?" "Is there opportunity for input at the local level? How?" Their answers should be submitted to you.

Have students write a reaction paper to the topic "Personnel Usually Understand and Comply More Readily with Policies and Procedures Which They Have Helped Develop." The report should be brief, not more than 2 pages, and submitted to you for comments.

References

LAP 42-277

Retailing Principles and Practices
Part 4, 57

Fundamentals of Selling
Page 487

Retail Merchandising
Page 175

Psychology and Human Relations in Marketing
Chapter 7,

Communications in Marketing
Chapter 1

Communications in Marketing
Chapter 1
(2nd edition)

Retailing Principles and Practices
Part 13
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF EFFECTIVE AND ITS APPLICATION TO HUMAN RELATIONS

GRM-11

Human Relations

4

What Does the Competent Marketing Employee Do?

314-Attitude

To value the belief that leadership concentrates on effective relationships with others, but is oriented towards making progress and achieving results.

Common to
Food Marketing

Suggested Learning Activities

Have students break into small groups. The group can discuss at least ten characteristics which DECA officers should have. Someone from the group should record the 10 characteristics and why the group feels each characteristic is necessary in achieving effective relationships with others. Then the group can share their results with other members of the class.

Have students get into groups to discuss the meaning of "effective relationships with others." Each group should elect one member to act as a spokesperson. Then each spokesperson can form a panel to present to the class the group's findings.

Discuss the five leadership styles and have the students do the T-P questionnaire and then plot the results on the grid. Discuss the results. *Questionnaire and Instructions found in the "Human Relations Games" Book 1.

References

LAP 51-314

Retailing Principles and Practices
Part 57

Human Relations in Business
Chapter 4

Grocery Merchandising
Pages 1-4

Produce Merchandising
Pages 1-4

Retailing Principles and Practices
Part 32
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF SELECTING GOOD NEW EMPLOYEES

GRM-12

Human Relations

4

What Does the Competent Marketing Employee Do?

290-Skill

Skill in selecting the right person to do a job, giving clear instructions and seeing that instructions are properly carried out.

Common to
Food Marketing

Suggested Learning Activities

From selected readings, have students determine just what a supervisor's responsibilities are. After completing the list, students can check the results with the supervisor at their training station or a local store. Students should make additions and draw a line through deletions so the original list reflects these changes. Their results should be turned in to you.

Have students determine what criteria is used in hiring of new employees at their training stations. Then students should try to imagine themselves in charge of hiring new employees and identify what they would expect of a new employee and why. Students could either discuss the results with you or role play the situation.

References

LAP 55-290

Retailing Principles and Practices
Part 56, 57

Psychology and Human Relations in Marketing
Chapter 5

Grocery Merchandising
Pages 1-4

Produce Merchandising
Pages 1-4

Human Relations in Business
Chapter 6

Retailing Principles and Practices
Part 52
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF HELPING NEW EMPLOYEES

GRM-13

Human Relations

4

What Does the Competent Marketing Employee Do?

275-Knowledge of/or Understanding that

The knowledge that a supervisor must help new employees adjust to their jobs, seeing that they are trained for the job and that they become acquainted with fellow employees.

Common to
Food Marketing

Suggested Learning Activities

Have students interview a supervisor to find out how new employees are helped in adjusting to their jobs, how specific instructions (training) is provided for different jobs, and what method is employed to acquaint new employees with other employees with whom they will be working.

Have students assume they are the supervisor in charge of training new employees. The students can compile a list of responsibilities they feel a supervisor should handle when training new employees and see that the new employees become acquainted with fellow employees.

Have students write a letter to three national firms (such as Sears or Penneys) to find out the kind of training programs each provides for new employees, or have them visit with local stores' personnel managers to discuss the procedure.

References

LAP 57-275

Fundamentals of Selling
Chapter 15, b

Retail Merchandising
Chapter 5, e

Grocery Merchandising
Pages 1-4

Produce Merchandising
Pages 1-4

Retailing Principles and Practices
Parts 32, 52
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF PROPERLY SPONSORING NEW EMPLOYEES

4 Human Relations

What Does the Competent Marketing Employee Do?

282-Knowledge of/or Understanding that

The knowledge of methods used in sponsoring new employees in the department or store.

Suggested Learning Activities

Have students listen to a presentation on "sponsoring new employees." The presentation can be developed from LAP 58 Handout 1. Following the presentation, have students answer the following questions.

1. List three methods of sponsoring new employees in a department or store.
2. List the variables that will influence a supervisor's decision when selecting a particular method.
3. Describe how your training station sponsors new employees. If your training station doesn't have a sponsoring program, how do they provide training?
4. Do you think a sponsoring program is a good idea? Why or why not?

Have students describe their training station's employee sponsoring program. Students should give consideration to the following two questions: (1) Is the employee sponsoring program effective? Why or why not? (2) If your training station does not have an employee sponsoring program, discuss this with your training sponsor to determine why not. Then have students present their findings to the class.

References

LAP 58-282

Fundamentals of Selling
Chapter 15, b
Page 191

Psychology and Human Relations in Marketing
Pages 94, 101

Retail Selling
Pages 100-101, 211, 214

Retailing Principles and Practices
Part 21

Fundamentals of Selling
Chapter 7, e

Retailing Merchandise
Page 171

Modern Supermarket Operations
Chapter 5

Grocery Merchandising
Pages 1-7

Produce Merchandising
Assignment 1

Cluster Instructional Objective: ABILITY TO IDENTIFY EMPLOYER'S COMPETITORS

GRM-2

5

What Does the Competent Marketing Employee Do?

1002-Knowledge of/or Understanding that

Knowledge of their employers competitors.

Common to
Food Marketing

Suggested Learning Activities

From the student's training station viewpoint, have students identify (a) their competitor (b) why they are the competitors (c) what can be done to maintain their market share or increase the market share.

Have students interview their training sponsor or a local store manager. They should find out(1) who the store's competitors are and(2) why. Have them report their findings to you.

Discuss with the class the value of competition to a business. Have the students suggest how knowing their competition will help on the job.

References

Fundamentals of Selling
Page 12

Retailing Principles and Practices
Part 6
Page 552

Retail Merchandising
Chapter 1, a
Pages 81, 320

Retail Selling
Chapter 2
Page 391

Retailing Principles and Practices
Part 22, 58, 66
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE PROFIT TO GOODS AND SERVICES OFFERED

5 What Does the Competent Marketing Employee Do?

1012-Knowledge of/or Understanding that

Knowledge or Understanding of the goods and services offered to meet consumer needs and wants. (The Product)

Common to
Wholesaling

Suggested Learning Activities

Using volume 3, "The Product" transparencies, demonstrate the place of products in the consumer market.

Have students select 5 different products sold by their training station, select 5 different products which they have purchased recently. For each product, list the need or want satisfied for the customer.

In a panel presentation consisting of two students employed in a service-oriented business and two employed in a product-oriented business, list or discuss what is offered by each business, compare similarities and differences. Follow with a discussion on why the approaches are different.

References

Fundamentals of Selling
Chapter 6

Marketing Principles
Volume 3

Marketing in Action
Chapter 8

Retailing Principles and Practices
Part 17, 23
(7th edition, 1981 tentative)

Marketing/Economics

5

What Does the Competent Marketing Employee Do?

1014-Skill

The skill or ability to distinguish all of the potential consumers for goods or service. (The Market)

Suggested Learning Activities

Have students develop the following case problem using the 4-6 step approach for solving case problems.
Case Problem: Jeff and Carl work part time in a local drugstore where they frequently arrange window displays. One day their employer asked them to arrange a window on cold remedies. Jeff told Carl they ought to design the window display in order to attract teenagers, a new group of customers, because most of the store's clients were over 40. Carl knew the display was intended to remind regular customers to stock up on cold remedies. But he thought Jeff's suggestion would be more fun to do, and he did not want to tell Jeff that his idea would not sell the products. Using the five-step approach to solving problems, determine what should be done in this situation.

Have students, for the following products, determine all of the potential consumers for that good or service:

(Continued on following page.)

References

Retailing Principles and Practices
Part 22

Marketing in Action
Chapter 8

Retail Merchandising
Chapter 1, b

The Economics of Marketing
Chapter 6

Retailing Principles and Practices
Part 7
(7th edition, 1981 tentative)

What Does the Competent Marketing Employee Do?

1014 Continued

Suggested Learning Activities

1. Disposable diapers
2. Photography service
3. Stereo albums
4. Milk
5. Furniture

They can work on this in small groups or by themselves and then compare lists. Discuss several potential consumers of each good or service.

References

Cluster Instructional Objective: ABILITY TO DIFFERENTIATE COMBINATION OF PROMOTIONAL MIX

GRM-6

5 What Does the Competent Marketing Employee Do?

1015-Skill

Ability to differentiate the combination of the different forms of product promotion such as advertising, sales promotion, personal selling, and publicity. (Promotional mix)

Suggested Learning Activities

Have a guest speaker in to discuss the promotional mix and why the various types of promotion are used.

Have students prepare a schedule of promotional activities obtained from a local store or used by their training stations for one week. This schedule should include the specific form of promotion used as well as merchandise promoted.

Give students examples of forms of sales promotion and request that they determine the specific form either orally or in writing.

References

Fundamentals of Selling
Chapters 12, 13, 14

Retail Selling
Units 4, 5

Advertising
Chapter 2

Display and Promotion
Chapters 2, 7

Marketing in Action
Unit 4

6 What Does the Competent Marketing Employee Do?

749-Attitude

Attitude that management, supervisors, and employees require a framework of policies and procedures within which to operate.

Common to Food Marketing

OTHER CLUSTER COMPETENCIES

743-Attitude

Suggested Learning Activities

Have students conduct a panel discussion on why policies and procedures are necessary for employees, supervisors, and management.

Contrive a case problem about a situation where there is no policy (i.e., how often employees should work weekends). In the case, have one employee refuse to work one weekend because he/she has worked the past several weekends while another employee has never worked on the weekends. Have students determine how the supervisor should handle the situation since there is no policy to guide the decision. Also, ask students to elaborate on the importance of employee policies.

Have students develop a set of policies that would apply to the above situation. Discuss the policies and how manageable the policies would be.

References

LAP 3-749

Salesmanship Fundamentals
Chapter 22

Basic Retailing and Distribution
Unit 41

Retailing Principles and Practices
Part 4

Retail Merchandising
Chapter 5

Grocery Merchandising
Pages 1-4

Retailing Principles and Practices
Part 13
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF POLICY MAKING IN MARKETING AND DISTRIBUTION

GRM-2

6 Management

What Does the Competent Marketing Employee Do?

743-Attitude

An attitude or belief that employees should have a part in planning those things which affect their working conditions.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

749-Attitude

Suggested Learning Activities

Have the students interview employees of various stores to determine how they are involved in planning those things affecting working conditions.

Discuss unions and their role. In small groups, have students brainstorm the things an employer should provide for good working conditions to exist.

References

LAP 3-743

Retail Principles and Practices
Part 20

Growing on the Job
Chapter 4, 5

Retailing Principles and Practices
Part 51
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF MANAGEMENT'S ROLE IN TRAINING EMPLOYEES

GRM-3

Management

6 What Does the Competent Marketing Employee Do?

745-Attitude

Belief that efficient individual workers and an organization that functions smoothly are usually outcomes of effective employee training.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

746-Attitude
748-Attitude

Suggested Learning Activities

Have students develop a checklist for the retail industry to be used when training a new employee. This checklist should include the specific information an employee needs to receive on the first day as well as the information that could wait until some other time (the second day, the next week, etc.).

Have students list the steps they went through in their induction at their training station. The students should also list items they did not receive but which they wish they had received. The students should submit their list to you.

Have students secure information from their training station concerning additional training that is available to an employee. The student should look into training related specifically to ones present position and the training that will help an employee with promotions. Their report should be submitted to you.

References

LAP 8-745

Retail Merchandising
Chapter 5, e

Psychology and Human Relations in Marketing
Chapters 1, 2, 3, 7

Retailing Principles and Practices
Parts 21, 39, 57

Front End Operations
Assignments 1, 4, 13

Modern Supermarket Operations
Chapters 4, 5, 23

Produce Merchandising
Assignment 13

Grocery Merchandising
Assignment 2

Human Relations in Marketing
Chapter 1, 3, 4, 7
(2nd edition)

Cluster Instructional Objective:

COMPREHEND THE EFFECT OF MANAGEMENT'S ROLE IN TRAINING EMPLOYEES

GRM-4

Management

6

What Does the Competent Marketing Employee Do?

748-Attitude

Attitude that it is management's responsibility for providing job knowledge and incentive through training.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

746-Attitude
768-Attitude

Suggested Learning Activities

Have the students research through classroom resource material and how businesses should provide training job knowledge and incentive through training. Have the students submit their reports to you.

Discuss with the students that type of incentives their training station has for additional training which would provide additional job knowledge. (Example might be: attending a trade fair that shows new lines of merchandise or seasonal items). If students are unaware of training programs, have them ask their training sponsor.

References

LAP 8-748

Modern Supermarket Operations
Chapters 5, 23

Front End Operations
Assignments 1, 2, 10, 11, 13

Psychology and Human Relations in Marketing
Chapter 7

Retail Merchandising
Chapter 5, e

Retailing Principles and Practices
Parts 3, 21, 37, 38, 39
57

Produce Merchandising
Assignments 13, 14

Grocery Merchandising
Assignment 2

Human Relations in Marketing
Chapter 7
(2nd editi

Cluster Instructional Objective: COMPREHEND THE EFFECT OF MANAGEMENT'S ROLE IN TRAINING EMPLOYEES

GRM-5

Management

6

What Does the Competent Marketing Employee Do?

746-Attitude

That salespeople must be continuously informed of new merchandise, new styles, and merchandising trends through individual or group training.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

768-Attitude
748-Attitude

Suggested Learning Activities

Have students prepare a research paper entitled, "The Importance of Merchandise Information." The students should include the importance of merchandise knowledge, where to find it, and how management can impart it. Their paper should be submitted to you.

Have students interview store employees about their knowledge of new merchandise. The students should make either an oral or written report.

Small Group:
Have each student bring in a product and prepare a brief oral presentation to the group on what they should know about this product and where to find this information.

References

LAP 8-746

Retail Merchandising
Chapter 9, d

Retailing Principles and Practices
Pages 130-131
Part 39

Basic Retailing and Distribution
Unit 23

Psychology and Human Relations in Marketing
Pages 104-105

Basic Salesmanship
Chapter 4

Basic Selling
Chapter 4
(2nd edition)

Retailing Principles and Practices
Part 53, 66
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF A CONTINUOUS PROGRAM OF MANAGEMENT RECRUITMENT AND TRAINING IN BUSINESS

GRM-6

Management

6 What Does the Competent Marketing Employee Do?

789-Attitude

Attitude that in order to be best prepared for future management responsibility, trainees must be willing to work and train in various capacities within a store operation.

Common to Food Marketing

Suggested Learning Activities

Invite a guest speaker from a national chain to speak on their management trainee programs. Ask the speaker to stress to the students why most manager trainees are required to work in different departments throughout the store.

Devise a role-playing situation where two employees are being interviewed for the same promotion to a manager's position. Have one student be an employee who has worked in every department within the store. Have another student be an employee who has been employed by the store longer, but who has worked only in one department. Have a third student or you be the interviewer. The balance of the class should observe the role-playing and decide which employee should be given the promotion. Follow this activity with a class discussion on why the one was selected over the other.

Invite a guest speaker from a local small independent store to explain how informal management training is conducted.

Have the students discuss the advancement procedure at their training stations for

(Continued following page.)

References

LAP 13-789

Grocery Merchandising
Assignment 2

Marketing and Distribution
Pages 532

Retail Merchandising
Page 171

Retailing Principles and Practices
Units 1, 13
Unit 37
Part 20

Retail Selling
Pages 5, 59

Chapter 1

Fundamentals of Selling
Pages 230-231

Psychology and Human Relations in Marketing
Pages 104-105

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF A CONTINUOUS PROGRAM OF MANAGEMENT RECRUITMENT AND TRAINING IN BUSINESS (CONTINUED)

GRM-7

6 What Does the Competent Marketing Employee Do?

789-continued

Suggested Learning Activities

example; what positions are available, training needed, additional schooling needed.

References

Human Relations in Marketing
Chapter 7
(2nd edition)

Retailing Principles and Practices
Part 7
(7th edition, 1981 tentative)

Management

Cluster Instructional Objective: ABILITY TO RELATE GOOD MANAGEMENT EFFECTIVENESS TO EMPLOYEE SATISFACTION

GRM-8

6

What Does the Competent Marketing Employee Do?

695-Skill

Ability to determine in various situations the most efficient way to get the job accomplished.

Common to
Food Marketing

Management

Suggested Learning Activities

Have students read reference material on managing time for efficiency. The students should make notes on the most important time management factors for efficient job performance. Discussion of handouts 26 and 27 from "Personal Dynamics in Personality Development."

Have students ask their training station manager or a local business manager for the principles/techniques the manager used to improve job efficiency.

Have students interview three supervisors and three managers to seek their opinions on how to obtain the most efficient job performance. The students should ask the supervisors and managers for concrete illustration of how they have improved employee efficiency. The students should also try to find out if the supervisors and managers feel that human relations factors affect job efficiency. Have a small group discussion to compare the results of their interviews.

Have students do a mini-time and motion study. Students should log activities both

(Continued on following page.)

References

LAP 17-695

Retail Merchandising
Chapter 19, e
Chapter 11, b

Retailing Principles and Practices
Part 20

Retial Selling
Chapter 8

Marketing and Distribution
Part 45

Fundamentals of Selling
Chapter 3, c

Psychology and Human Relations in Marketing
Chapter 3

Grocery Merchandising
Assignment 2

Produce Merchandising
Assignments 13, 14

6 What Does the Competent Marketing Employee Do?

695-continued

Suggested Learning Activities

on and off the job for three days. Have them review time spent on their activities to determine how much time has been wasted.

References

Personal Dynamics in Personality Development
Session 5

Retailing Principles and Practices
Part 18, 32
(7th edition, 1981 tentative)

Cluster Instructional Objective:

COMPREHEND THE EFFECT OF GOOD STORE LAYOUT DESIGN TO BUSINESS SUCCESS

GRM-10

Management

6 What Does the Competent Marketing Employee Do?

623-Knowledge of/or Understanding that

Knowledge and understanding of the availability and location of customer facilities.

Common to Food Marketing

Suggested Learning Activities

Have students draw floor layout of a local store or their training station identifying the location of each major section. On a separate sheet of paper, the students should justify the location of each major station. The students' reports should be submitted to you. Have students discuss the layout and revise it in order to better facilitate services.

Give students store dimensions, facilities, equipment required. Have them create a store layout that best reflects the store image, facilities and services required.

References

LAP 25-623

Modern Supermarket Operations
Chapter 3

Front End Operations
Assignment 2

Food Distribution
Pages 6-7

Fundamentals of Selling
Chapter 7, d
Chapter 11, d

Retailing Principles and Practices, Part 32, 6th edition
Part 4, 7th edition.

Grocery Merchandising
Assignment 24

Produce Merchandising
Assignment 12

Retail Merchandising
Chapter 3, d

Cluster Instructional Objective: COMPREHEND THE ROLE OF CUSTOMER SERVICES IN A BUSINESS OPERATION

Management

6 What Does the Competent Marketing Employee Do?

780-Attitude

Attitude that although price topped the list of reasons consumers gave for starting to trade at a store, quality, variety, and human relations encouraged them to continue trading there.

Common to Food Marketing

OTHER CLUSTER COMPETENCIES

754-Attitude
787-Attitude

Suggested Learning Activities

Ask students to write the name of their favorite store and reasons why it is their favorite. Compare students' responses by tabulating the reasons on the blackboard.

Ask students to discuss with their family and neighbors reasons why they shop at one store versus another store. Have them report reasons to the class.

References

LAP 27-780

Grocery Merchandising
Assignments 2, 24
Pages 1-4

Retailing Principles and Practices
Part 23

Fundamentals of Selling
Chapter 4
Part d

Retail Merchandising
Chapters 5a, 6a

Salesmanship Fundamentals
Chapter 10

Retail Selling
Chapter 30

Retailing Principles and Practices
Part 43
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE ROLE OF CUSTOMER SERVICES IN A BUSINESS OPERATION

GRM-12

Management

6 What Does the Competent Marketing Employee Do?

754-Attitude

Attitude that although price topped the list of reasons consumers gave for starting to trade at a store, quality, variety, and human relations encourage them to continue trading there.

Common to Food Marketing

OTHER CLUSTER COMPETENCIES

787-Attitude
780-Attitude

Suggested Learning Activities

Have students write an essay on why special customer facilities are important to the operation of a business.

Discussion of what customer services are offered at different stores in the community and why they have those services.

Structure the quality of services offered by a store in the order of preference. Have the students visit various community establishments and have them see how well these stores meet their objectives.

Conduct a shopper's survey to find out why shoppers patronize a business for reasons other than price.

References

LAP 27 754

Grocery Merchandising
Assignments 2, 24
Pages 1-4

Retailing Principles and Practices
Part 23

Fundamentals of Selling
Chapter 4
Part d

Retail Merchandising
Chapters 5a, 6a

Salesmanship Fundamentals
Chapter 10

Retail Selling
Chapter 30

Retailing Principles and Practices
Part 58,
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE ROLE OF CUSTOMER SERVICES IN A BUSINESS OPERATION

Management

6 What Does the Competent Marketing Employee Do?

787-Attitude

Attitude that established methods should be constantly questioned and new ideas incorporated to improve service to the customer.

OTHER CLUSTER COMPETENCIES

780-Attitude
754-Attitude

Suggested Learning Activities

Have students select two services offered by their training station and evaluate their services in regard to (1) terms on which the service is available, (2) how much the service costs, (3) who uses the service, and (4) what purpose the service serves.

Have students find out the processes to incorporate new ideas into practice at their training station. The students should report their findings to you in a short written paragraph.

Have students develop a survey for a local store or their training station asking customers, what additional services should be added, how services could be improved, what services could be eliminated and why.

References

LAP 27-787

Fundamentals of Selling
Chapter 7

Retail Merchandising
Chapter 5

Retail Selling
Pages 17, 362

Retailing Principles and Practices
Pages 100-101, 286, 577
Unit 2, 4

Customer Services
Chapter 3
(2nd edition)

Retailing Principles and Practices
Part 17 & 55
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE GOOD DELIVERY SYSTEM TO CUSTOMER SATISFACTION

GRM-14

Management

6 What Does the Competent Marketing Employee Do?

756-Attitude

An awareness that to improve delivery service, transactions should be recorded accurately and legibly and delivery dates promised carefully.

Common to
Wholesaling

Suggested Learning Activities

Have students do the following case problem.

CASE PROBLEM: A new store manager has announced that, effective next week, delivery of all items will be discontinued. The reason given for discontinuing this service is, "delivery services do not affect customers' attitudes toward the store." As the operations manager of the store, you have been asked to present a one-page "position" paper concerning your feelings about this change. Submit your position paper to the teacher for review.

Role playing situation: Have one student assume the role of supervisor over the delivery operations of a department store. Complaints have been increasing concerning the inefficient delivery service. The supervisor feels the sales personnel (the balance of the class) make delivery date promises to the customers that cannot realistically be met. The supervisor feels this is the primary reason for the customers' complaints. Next week the supervisor will have an opportunity to speak to all employees. Have the supervisor prepare a three to five minute presentation to explain the necessity of accurate, legible, and

(Continued on following page.)

References

LAP 31-756

Fundamentals of Selling
Chapter 7, d

Retail Selling
Chapter 30

Retailing Principles and Practices
Part 69

Retail Merchandising
Chapter 5, b

Customer Services
Chapter 5, 2nd edition

Retailing Principles and Practices
Part 29
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE GOOD DELIVERY SYSTEM TO CUSTOMER SATISFACTION (CONTINUED)

GRM-15

6 What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
756-continued	realistic delivery date promises to customers. Have students read the section on "Service Policies."	

Management

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF WRAPPING CUSTOMER'S PACKAGES TO CUSTOMER SATISFACTION

GRM-16

6 What Does the Competent Marketing Employee Do?

629-Knowledge of/or Understanding that

Knowledge and understanding of the most effective methods to wrap and/or pack customers purchases.

Common to Food Marketing

Suggested Learning Activities

Have a student demonstrate the proper and improper method to pack customer purchases and why certain procedures are followed. The student should also discuss the differences between boxes and bags and explain when one should be used over the other.

Have a student demonstrate the proper and improper method to pack customer purchases. The student should explain to the class why certain procedures are followed. Then the student can pass out to the class an illustration of a bag, drawn to scale. Using one overhead transparency, the student will show the class several items a customer purchased; or the student could develop a list of a customer's purchases. Have the other students fill in the illustration as to how they would pack the bag.

References

LAP 32-629

Retailing Principles and Practices
Part 11

Retail Merchandising
Chapter 12, b

Retail Selling
Pages 361-362

Food Distribution
Page 11

Front End Operations
Assignment 9

Modern Supermarket Operations
Chapters 3, 6

Produce Merchandising
Assignments 6, 7, 12

Grocery Merchandising
Assignment 11

Customer Services
Chapter 5
(2nd edition)

Management

Cluster Instructional Objective:

COMPREHEND THE EFFECT OF AN EFFICIENT CHECK-OUT PROCEDURE

GRM-17

6 What Does the Competent Marketing Employee Do?

662-Knowledge of/or Understanding that

Knowledge and understanding of how to handle customer traffic efficiently at the check-out point (front-end operation).

Common to Food Marketing

Suggested Learning Activities

Devise a case problem for the students where a co-op student is the only person at the check-out point and is forced to handle customer traffic in a quick and efficient manner.

Have students consult their training sponsor on how to handle customer traffic. Have students ask their training sponsor how one determines when a new check-out counter should be opened. Through a class discussion, have students compare results.

References

LAP 33-662

Grocery Merchandising
Assignments 10-12, 22, 25

Produce Merchandising
Assignment 12

Front End Operations

Food Distribution
Pages 29-38

Retailing Principles and Practices
Unit 4

Retail Merchandising
Chapter 12

Retail Selling
Unit 3

Retailing Principles and Practices
Parts 28, 70
(7th edition, 1981 tentative)

Management

Cluster Instructional Objective: DEMONSTRATE AND REALIZE THE IMPORTANCE OF PREPARING A SALES CHECK GRM-1

Mathematics

7 What Does the Competent Marketing Employee Do?

374-Skill

Skill in accurately calculating the exact amount of a customer's purchase.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES
390-Attitude

Suggested Learning Activities

Have students develop sample customer purchases (based on their training station experiences or make-up the problems). Then have students exchange problems and calculate the total due, correctly filling out the sales check.

Prepare sample hypothetical problems for students which must be completed within a specified time limit. Examples: Handout 2 in LAP 10-374 or have students complete practical problems in Section 2 of Merchandising Math.

References

LAP 10-374

Mathematics in Marketing
(2nd edition)
Chapter 2

Retail Selling
Chapter 11

Retail Merchandising
Chapter 15

Merchandising Math
Section 2

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Cluster Instructional Objective: DEMONSTRATE AND REALIZE THE IMPORTANCE OF PREPARING A SALES CHECK

GRM-2

7 What Does the Competent Marketing Employee Do?

390-Attitude

Attitude that carefully calculating the exact amount of a customer's purchase will prevent inventory shortages.

Common to
Wholesaling

OTHER CLUSTER COMPETENCIES

374-Skill

Suggested Learning Activities

Have students read the following case problem and answer the three questions that follow:

Case Problem

A student neglected to write the stock numbers of merchandise sold on the sales check as required by the store manager. The next day, the manager informed the student of the mistake.

A. How should the student respond to the manager?
B. Why should the store manager be so concerned about the error?
C. Would there be any inconvenience to the customer?

Have students do a research project on causes of errors on sale slips. They can research the dollar amount of sales lost by poor inventory control.

References

LAP 10-390

Retailing Principles and Practices
Part 49
(7th edition, 1981 tentative)

Retailing Merchandising
Chapter 16, d

Fundamentals of Selling
Chapter 12, d

Retail Selling
Chapter 14

Cluster Instructional Objective: DEMONSTRATE HOW TO COMPUTE EMPLOYEE DISCOUNTS, DELIVERY CHARGES, AND ALTERATION CHARGES

7 What Does the Competent Marketing Employee Do?

363-Skill

Skill in accurately computing employee discounts, delivery charges, alteration charges, lay-away charges, etc., when writing out and computing saleschecks.

Suggested Learning Activities

Have students compute the amount of the employee discount and the amount of the sale for the following purchases. The employee discount rate is listed.

Amount of Purchase	Employee Discount Rate
$29.25	15%
93.97	20%
40.00	10%
25.00	15%
58.50	15%

Have students compute the total amount owed excluding sales tax for the following problem.

You made a purchase of $67.36; two pairs of pants in your purchase had to be altered at a cost of $1.25 each. Delivery charges for the purchase amounted to $2.00.

Have students make the end of the day calculations to balance cash on hand, discounts, and other charges. (The totals for such a problem can be obtained from several saleschecks at the students' training stations.) Then, the students can discuss how errors in end of the day calculations effect the company and how these errors are handled.

References

LAP 12-363

Applied Arithmetic for Distribution
Section II

Mathematics in Marketing
Chapter 2

Retail Selling
Chapter 11

Mathematics in Marketing
Chapter 2, (2nd edition)

Retailing Princples and Practices
Part 28
(7th edition, 1981 tentative)

Cluster Instructional Objective: DEMONSTRATE SKILL IN MAKING CHANGE AND CASH REGISTER USAGE

GRM-4

Mathematics

7 What Does the Competent Marketing Employee Do?

371-Skill

Skill in making change and using the cash register.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

386-Skill

Suggested Learning Activities

Secure the advanced change making tape series from Western Tape. Have students listen to these tapes and do the activities.

Secure "The Cashier Series." Have students view the filmstrip on "Cash Handling."

If students have access to a cash register, have them do ten sample problems using information from NCR/SMI materials.

References

LAP 13-371

Retail Selling
Chapter 12

Mathematics in Marketing
Chapter 3

The Cashier Series

Retail Merchandising
Chapter 12

Retailing Princples and Practices
Part 28
(7th edition, 1981 tentative)

Cluster Instructional Objective: DEMONSTRATE SKILL IN MAKING CHANGE AND CASH REGISTER USAGE

GRM-5

Mathematics

7

What Does the Competent Marketing Employee Do?

386-Skill

Ability to make change quickly and accurately.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

371-Skill

Suggested Learning Activities

Secure the advanced change making tape series from Western Tape. Have students listen to these tapes and do the activities.

Have students do sample change making problems. Use the ones illustrated in Checker-Cashier manual. Have students time themselves and chart their times for ten exercises. Students should strive to improve their speed while maintaining their accuracy. The results should be turned into you.

Have students take a field trip to NCR or have a speaker in to show the various types of cash registers.

References

LAP 13-386

Front End Operations
Assignment 6

Checker-Cashier
Chapter 7

The Cashier Series

Merchandising Mathematics
Part 1

Mathematics in Marketing
Chapter 3, (2nd edition)

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHENSION OF HOW TO RECOGNIZE AND CORRECT CASH REGISTER ERRORS

GRM-6

Mathematics

7 What Does the Competent Marketing Employee Do?

354-Knowledge of/or Understanding that

Understand how to determine a cash register error, the amount, and how to correct it on the proper form.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

394-Attitude

Suggested Learning Activities

Have students brainstorm and develop a list of techniques used by dishonest customers to confuse and cheat the cashier.

Have students read the following case problem and answer the two questions.

Case Problem:

Ann Pethel checked a large order of merchandise through her cash register. Several items were not priced. Ann thought she knew the price of the items. However, the price she rang up was actually less than the retail price. In two other instances, the merchandise was rung up on the wrong key.

What should the cashier have done to prevent inventory shortages and departmental error?

What effect will an over ring have on the register if it is not corrected?

References

LAP 15-354

Mathematics in Marketing
Chapter 3

The Cashier Series
Chapters 1, 3

Merchandising Mathematics
Chapter 1

Retail Selling
Chapters 12, 14

Retailing Principles and Practices
Part 10

Mathematics in Marketing
Chapter 3
(2nd edition)

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHENSION OF HOW TO RECOGNIZE AND CORRECT CASH REGISTER ERRORS

GRM-7

Mathematics

7

What Does the Competent Marketing Employee Do?

394-Attitude

Attitude that careful use of the cash register will reduce inventory and money shortages.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

354-Knowledge of/or Understanding that

Suggested Learning Activities

Have students visit a head checker or cashier to determine the entire sequence of what the cash register does in order to prevent money shortages and reduce inventory. Students can then develop a flow chart of the sequence. If possible, students should secure the forms that the store uses in keeping track of the cash register's information. The students' findings should be submitted to you.

Have a guest lecturer from the local merchants association talk about spotting counterfeit money and other means the "con-artist" uses to trick cashiers.

Have students view the presentations of "The Cashier Series."

References

LAP 15-394

Merchandising Mathematics
Part 1

Front End Operations
Assignments 5, 6, 7, 8

The Cashier Series

Checker-Cashier
Chapter 7

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Cluster Instructional Objective: DEMONSTRATE SKILL IN BALANCING AND TOTALING CASH REGISTER SALES.

GRM-8

Mathematics

7 What Does the Competent Marketing Employee Do?

361-Skill

Skill in balancing cash and totaling sales for the department and/or cash register at the end of the day.

Common to
Food Marketing

Suggested Learning Activities

Have students read one of the following: Checker-Cashier, pages 83-89 or Merchandising Mathematics, pages 1-6. Students should do the exercises and submit them to you.

Have students interview the head cashier of a local store or person in charge at their training station the procedure used to balance the store's registers. Then students can prepare either a written or an oral report on their findings.

If students have access to a register in a lab, they can go through the entire closing sequence of balancing cash and totaling sales.

References

LAP 17-361

Mathematics in Marketing
Chapter 3

The Cashier Series
Chapter 1

Merchandising Mathematics
Chapter 1

Retail Selling
Chapters 12, 14

Retailing Principles and Practices
Part 10
(7th edition, 1981 tentative)

Mathematics in Marketing
Chapter 3
(2nd edition)

Cluster Instructional Objective:

DEMONSTRATE SKILL IN COMPUTING SALES TAX AND INTERPRETING TAX COMPUTATION CHARTS

GRM-9

7

What Does the Competent Marketing Employee Do?

362-Skill

Skill in computing local, state, and federal taxes which must be applied in the sale of goods.

Suggested Learning Activities

Lecture on the basics of taxation on sales and what it is used for. The lecture should cover all types of taxes which must be applied in the sale of goods. Then, as a class, students can discuss the lecture topic.

From the selected readings, have students determine the rationale for applying taxes to the sale of goods. Students can the write a report on this topic and submit it to you.

Have the students complete the practical problems in Section 3 of Merchandising Math.

References

LAP 18-362

Mathematics in Marketing
Chapter 2

Retail Selling
Chapter 10

Retail Merchandising
Chapter 18

The Cashier Series
Chapter 1

Merchandising Mathematics
Section 3

Mathematics in Marketing
Chapter 2
(2nd edition)

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Mathematics

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF MARKING CORRECT PRICE OF GOODS

GRM-10

Mathematics

7 What Does the Competent Marketing Employee Do?

392-Attitude

Attitude that retail prices must be carefully placed on goods and services so as to cover the cost of operation and yield a profit.

Suggested Learning Activities

Have students select a product to be sold by the youth organization. Once the product has been selected, determine the price which that product must be sold so operating costs are covered and the desired profit margin is attained.

Give students the desired profit and total operating expenses connected with several different products. Then have students price the products.

Group discussion on mark-ups and mark-downs. Have students work problems. If possible, use items sold by their youth group or in the school store.

References

LAP 23-392

Retail Merchandising
Chapter 10

Retailing Principles and Practices
Part 65
(7th edition, 1981 tentative)

Buying and Pricing
Chapter 8

Mathematics in Marketing
Chapter 7
(2nd edition)

Cluster Instructional Objective: DEMONSTRATE SKILL IN KEEPING STOCK CONTROL RECORDS

GRM-11

7 What Does the Competent Marketing Employee Do?

368-Skill

Skill in keeping stock control books: posting prices, styles, codes, sales, markdowns, and merchandise returns.

Suggested Learning Activities

Have a buyer visit the class to demonstrate what is necessary for proper stock control.

Have students explain how their training station keeps stock control records and demonstrate the system by using forms from their training station.

Lecture and discuss why it is necessary to keep accurate stock control books, how it is done, etc. By using a transparency of the various forms, you can work along with the students on a sample problem. The students should have printed forms.

Use simulation and have the students do a stock count, using and filling out the forms correctly Use the school store or secure merchandise from local stores.

References

LAP 35-368

Retailing Principles and Practices
Unit 5
(7th edition, 1981 tentative)

Retail Selling
Chapter 15, 33

Merchandising Mathematics
Parts 4 & Sections 32, 33, 34

Mathematics in Marketing
Chapters 5, 6

Fundamentals of Selling
Part d, Chapter 12

Mathematics in Marketing
Chapters 5, 6
(2nd edition)

Mathematics

Cluster Instructional Objective: BE ABLE TO COMPREHEND THE IMPORTANCE OF INVENTORY CONTROL TO AVOID MERCHANDISE SHORTAGES

8 What Does the Competent Marketing Employee Do?

400-Knowledge of/or Understanding that

Knowledge of the uses of forms and records necessary in inventory control.

Suggested Learning Activities

Have students interview their training sponsor or a local store manager and ask that person to explain the uses of forms and records necessary in inventory control. Findings should be reported either orally or in writing to the class.

Have students take a field trip to a local store with other members of the same occupational category. Have the manager or buyer of the store discuss the uses of forms and records necessary in inventory control. This can also be done on an individual basis.

References

LAP 3-400

Retail Selling
Chapter 15

Retailing Principles and Practices
Part 49

Retail Merchandising
Chapter 15

Merchandising
Chapters 3, 7
(2nd edition)

Retailing Principles and Practices
Part 38
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO INTERPRET INFORMATION FROM TICKETS AND SPECIAL FORMS FOR INVENTORY CONTROL

8 What Does the Competent Marketing Employee Do?

428-Knowledge of/or Understanding that

The knowledge of the use of ticket stubs and special forms to keep records of merchandise sold by classification.

Suggested Learning Activities

Have students determine how much classifications of merchandise are used in inventory and sales control at their training station. If possible, students should secure forms and prepare a bulletin board on their findings.

Have students determine how many classifications of merchandise are used in inventory and sales control at their training station. Students should ask their training supervisor why this particular system is used. They can report the findings to the class as an oral report.

From selected readings, have students prepare a short oral report on how information from either a ticket stub or special form is used to keep reorders of merchandise sold by classification. Have students bring samples of these stubs and special forms for illustration purposes.

Have students prepare a solution to the following case problem. Once everyone has a solution, students should compare tags or ticket stubs for information and design. The differences should be discussed in class.

(Continued on following page.)

References

LAP 5-428

Fundamentals of Selling
Chapter 12, d

Retail Selling
Chapters 15, 33

Retail Merchandising
Chapters 9, 11b, 17c

Retailing Principles and Practices
Part 14

Merchandising
Chapters 3, 7
(2nd edition)

Retailing Principles and Practices
Part 38
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO INTERPRET INFORMATION FROM TICKETS AND SPECIAL FORMS FOR INVENTORY CONTROL (CONTINUED)

GRM-3

8 What Does the Competent Marketing Employee Do?

428 Continued

Suggested Learning Activities

Case Problem

You are in charge of one department in a business where the entire inventory structure is going to be re-organized. For better record keeping, your department will be using price tags or ticket stubs that contain a certain amount of other information besides the retail price. What information would your tag or ticket stub contain? How (where) would this information appear on the tag or ticket stub?

References

Cluster Instructional Objective: ABILITY TO INTERPRET CONSUMER DEMAND TO MAXIMIZE SALES

GRM-4

8 What Does the Competent Marketing Employee Do?

488-Attitude

That the customer is the determining factor in buying merchandise for a retail store.

Common to Food Marketing

Suggested Learning Activities

Using the chalkboard, have students prepare a list of changes they currently see in customer demand for the following:
(1) Types of merchandise
(2) Prices
(3) Store's appearance
(4) Store's location
(5) Advertising and display
(6) Public relations activities

Have students collect current advertisements and keep track of the frequency a certain product is advertised.

Have students elaborate on the following question: "What are some common reasons for discontinuing an item?" Students can discuss (and adjust) their responses by interviewing a local store manager or their training sponsor before turning it into you.

Have students identify one item that is selling well at their training station and keep track of the number of units sold, cost, and selling price.

Have a buyer visit with the class and discuss the consumer effect on the buying market.

References

LAP 7-488

Fundamentals of Selling
Chapter 4

Retail Selling
Chapters 17, 18, 19, 21

Merchandising
Chapter 4
(2nd edition)

Retailing Principles and Practices
Parts 16, 58
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF KEEPING A BASIC STOCK IN ORDER TO STIMULATE SALES

GRM-5

8 What Does the Competent Marketing Employee Do?

475-Attitude

That complete assortments of wanted merchandise must be maintained at all times to stimulate best sales.

Common to
Food Marketing

Suggested Learning Activities

Have students discuss with their training supervisor or sponsor how complete assortments of wanted merchandise are maintained in order to stimulate the best sales. After the visit, students can discuss their findings with you.

Have either an outside resource person or you present to the students why stores maintain complete assortments of wanted merchandise to stimulate the best sales. After the presentation, the following question can be discussed. "Why should complete assortments of wanted merchandise be maintained at all times to stimulate the best sales?"

References

LAP 8-475

Modern Supermarket Operations
Chapter 6

Retail Selling
Chapter 1

Merchandising
Chapter 4
(2nd edition)

Retailing Principles and Practices
Part 3, 59
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO HANDLE SPECIAL ORDERS FOR CUSTOMERS

8 What Does the Competent Marketing Employee Do?

404-Knowledge of/or Understanding that

The ways to handle special orders of merchandise for customers.

Common to
Food Marketing

Suggested Learning Activities

Have students discuss with their training sponsor the ways special order requests are handled. Students can also find out how two other stores, similar to their training station, handle special requests. Students should obtain copies of forms that are used at the different stores and compare the procedures to each other as well as their training station or a plan of business in their career field.

References

LAP 19-404

Retail Selling
Chapter 30

Customer Services
Chapters 5, 6
(2nd edition)

Retailing Principles and Practices
Part 38, 59
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO UNDERSTAND THE PROCEDURES FOR TAKING STOCK COUNTS

GRM-7

8 What Does the Competent Marketing Employee Do?

401-Knowledge of/or Understanding that

Stock counts are taken for inventory control purposes and for ordering purposes.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

414-Knowledge of/or Understanding that

Suggested Learning Activities

As a fund-raising project, the students can take inventory for a local business. Before the students take inventory, have the store manager, speak to the class about why this inventory is being taken.

Have students read references on taking stock counts. Then give students a structured outline sheet for them to follow so they can answer the questions below:

1. What information can a buyer receive from a good inventory system?
2. Why is a basic stock list used in grocery and hardware stores?
3. Why does the retailer need an inventory system?
4. What are the steps or procedures of taking a physical inventory?

Have students complete stock records and stock count books in either the book room or stock room in the school supply store.

Have students read the chapter on "Maintaining Stock-Control Records," "Purchase and Inventory Records," "Inventory Control," and "Stock-keeping."

References

LAP 27-401

Retail Selling
Chapter 15

Retail Merchandising
Chapter 15, b

Fundamentals of Selling
Chapter 12, d

Retailing Principles and Practices
Part 49

Merchandising
Chapter 3
(2nd edition)

Retailing Principles and Practices
Parts 38, 59
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO UNDERSTAND THE PROCEDURES FOR TAKING STOCK COUNTS

GRM-8

Merchandising

8 What Does the Competent Marketing Employee Do?

414-Knowledge of/or Understanding that

The procedures involved in a merchandise count for physical inventory.

Common to Food Marketing

OTHER CLUSTER COMPETENCIES

401-Knowledge of/or Understanding that

Suggested Learning Activities

Have students describe to the class their training station's procedure for taking a physical inventory of the merchandise.

If the school has a school store, concession operation, or school cafeteria, have students visit with the manager to determine how the physical inventory of the merchandise is taken. Students can report their findings to the class; this is good for discussion.

References

LAP 27-414

Retail Merchandising
Chapter 15

Mathematics in Marketing
Chapter 5

Retail Selling
Chapter 16

Mathematics in Marketing
Chapter 5
(2nd edition)

Merchandising
Chapter 3
(2nd edition)

Retailing Principles and Practices
Part 38
(7th edition, 1981 tentative)

Cluster Instructional Objective: UNDERSTAND THE PROCEDURES FOR PRICE CHANGES OF MERCHANDISE

GRM-9

8 What Does the Competent Marketing Employee Do?

426-Knowledge of/or Understanding that

The store's procedures for recording markups, markdowns, additional markups and revisions of retail prices.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

444-Skill
406-Knowledge of/or Understanding that

Suggested Learning Activities

Have students discuss with their training sponsor the procedure to be followed when recording markups, markdowns, or other revisions in pricing merchandise. The students can summarize their findings in the form of a written report.

Have students survey at least three retail stores. On a sheet of paper, students should list the methods of changing prices for each store. After each method, the students should comment whether they think the method is good or not and indicate why they like or dislike the method.

References

LAP 40-426

Retail Merchandising
Chapter 9

Retailing Principles and Practices
Part 14

Retailing Principles and Practices
Part 40
(7th edition, 1981 tentative)

Cluster Instructional Objective: UNDERSTAND THE PROCEDURES FOR PRICE CHANGES OF MERCHANDISE

8 What Does the Competent Marketing Employee Do?

444-Skill

Ability to correctly change the prices of merchandise up or down.

OTHER CLUSTER COMPETENCIES

426-Knowledge of/or Understanding that

406-Knowledge of/or Understanding that

Suggested Learning Activities

Have students select three items from a different price line at their training station or from the DECA School Store. Then the students can compute the following:

(1) The markup of each item.
(2) A 20% discount on each item.
(3) Re-compute the markup on each item.
(4) Compare the differences and write an explanation.

Have students assist their training supervisor in preparing merchandise for a markdown sale. Students should change the prices on items to reflect the new sale price.

References

LAP 40-444

Mathematics in Marketing
Chapter 7

Retail Merchandising
Chapter 10

Retailing Principles and Practices
Part 66

Retailing Principles and Practices
Part 40
(7th edition, 1981 tentative)

Cluster Instructional Objective: UNDERSTAND THE PROCEDURES FOR PRICE CHANGES OF MERCHANDISE

GRM-11

8

What Does the Competent Marketing Employee Do?

406-Knowledge of/or Understanding that

The store's methods or procedures used for changing retail stock prices up or down.

Common to Food Marketing

OTHER CLUSTER COMPETENCIES

444-Skill
426-Knowledge of/or Understanding that

Suggested Learning Activities

Have students report to you on their training station's procedures for changing retail stock prices up or down. Students should consult with their training supervisor to verify the information and to add to the material if necessary.

Have students visit the manager at a local supermarket and determine what method is used for changing retail stock prices up or down. Their findings should be reported to you.

References

LAP 40-406

Modern Supermarket Operations
Chapter 14

Retailing Principles and Practices
Part 66

Retail Merchandising
Chapter 10

Merchandising
Chapter 6
(2nd edition)

Retailing Principles and Practices
Part 40
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF BUYING AND SELLING MERCHANDISE AT COMPETITIVE PRICES

GRM-12

8 What Does the Competent Marketing Employee Do?

489-Attitude

A belief that if the store is to get its share of the business in its market area, merchandise must be bought and sold at competitive prices.

Common to Food Marketing

Suggested Learning Activities

Have the students develop a list of factors that influence buying and pricing of merchandise.

Have students interview local merchants and discuss how buying and pricing strategy has made them successful. Report results of interview to class and discuss the various answers.

References

LAP 42-489

Retail Principles and Practices
Part 68

Merchandising
Chapter 6
(2nd edition)

Buying and Pricing
Chapter 8

Retailing Principles and Practices
Part 59
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF CORRECT PRICING AND PROMOTIONAL PRICING

GRM-13

Merchandising

8 What Does the Competent Marketing Employee Do?

494-Attitude

An attitude that one must always be aware of incorrectly priced items since prices change frequently and quickly.

Common to Food Marketing

Suggested Learning Activities

Have students estimate the gross profit percentage of their training station. Then students should contact their store manager to find out how correct or incorrect they were in their estimate. The training sponsor and student should discuss "why" the estimate was correct or inaccurate.

Have students brainstorm on why merchandise is priced incorrectly, what could be done to alleviate this problem, and why it is important to training stations to have merchandise priced correctly. They can then develop a list of their conclusions.

Have a speaker present to the class how much can be lost or gained by price change.

References

LAP 43-494

Retailing Principles and Practices
Part 14

Buying and Pricing
Chapter 8

Retail Merchandising
Chapter 10

Retailing Principles and Practices
Part 20
(7th edition, 1981 tentative)

Cluster Instructional Objective: UNDERSTAND THE WAYS TO USE PRODUCT INFORMATION

8 What Does the Competent Marketing Employee Do?

419-Knowledge of/or Understanding that

Knowledge of the best ways to use product information or merchandise training sessions provided by manufacturers to keep sales personnel up-to-date and customers well informed.

Suggested Learning Activities

Discuss different ways to obtain product information and how this will aid the salesperson to help the customer.

Have a buyer come in from a local store and discuss the importance of product information.

References

LAP 52-419

Merchandising
Chapter 4
(2nd edition)

Retailing Principles and Practices
Part 22
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE STORE MAINTENANCE TO SMOOTH OPERATIONS

GRM-1

Operations

9 What Does the Competent Marketing Employee Do?

750-Attitude

An attitude showing advantages of a well-kept store are a primary means of attracting and holding business.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

696-Skill

Suggested Learning Activities

Have students survey customers on their opinion of a stores appearance.

Have students write an essay on why it is important to keep a business attractive and well maintained.

Have students cite examples of how their training stations try to maintain a well-kept appearance. Follow with a discussion on why these procedures are important to the business.

Have the students evaluate three businesses as to their appearance answering the following question. Does the type of customer vary with type of business appearance and image?

References

LAP 1-750

Retailing Principles and Practices
Parts 31, 32

Fundamentals of Selling
Chapter 5, Part b

Retail Merchandising
Chapter 3

Retail Selling
Chapter 6

Retailing Principles and Practices
Part 63
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE STORE MAINTENANCE TO SMOOTH OPERATION

GRM-2

9 What Does the Competent Marketing Employee Do?

696-Skill

Skill in handling and caring for store equipment.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

750-Attitude

Operations

Suggested Learning Activities

Have students discuss with their training sponsor or supervisor how employees can help care for equipment through proper handling. Then students should develop a list of ways employees should handle and care for equipment. The students should turn the list in to you.

Have students prepare a bulletin board display showing ways employees should properly handle and care for equipment.

Have students design a poster that could be used to promote proper handling and caring of equipment at their training station. Then have students obtain permission to post the sign at their training station.

Have students brainstorm the topic "What I Can Do to Aid in Handling and Caring for Equipment."

Have students read the section on "Preventing Stock Shortages and Theft."

References

LAP 1-696

Stocking, Marking and Displaying
Assignment 20

Warehouse Management
Assignment 15

Retailing Principles and Practices
Part 32

Modern Supermarket Operations
Chapter 22

General Merchandising
Assignment 2, 7, 10, 11

9 What Does the Competent Marketing Employee Do?

700-Skill

Skill in properly packing or wrapping merchandise being returned to a vendor.

Common to
Food Marketing

Suggested Learning Activities

Obtain from the post office, the instructions on how to properly wrap parcels. After a short demonstration, have students practice wrapping parcels using boxes which they brought to class.

After having students read a selected reference, have them list and describe the steps necessary to take in returning merchandise to the vendor.

References

LAP 7-700

Retailing Principles and Practices
Part 12

Retail Merchandising
Chapter 12, n

Fundamentals of Selling
Chapter 7, d
Chapter 12, e

Retailing Principles and Practices
Part 19
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF PRICE MARKING

GRM-4

Operations

9

What Does the Competent Marketing Employee Do?

709-Skill

Skill in putting price tickets on various types of merchandise.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

645-Knowledge of/or Understanding that
644-Knowledge of/or Understanding that
710-Skill

Suggested Learning Activities

Bring in various empty bottles, boxes, and different types of price marking labels. Have students determine which type of label goes on which type of package and where it should be placed.

Bring in price-marking labels to show students how the labels are premade for attachment to goods.

Have students read the section on "Marking Merchandise and Stockkeeping" in Retailing Principles and Practices.

Have students read the section on "Marking Merchandise" in Retail Merchandising.

Have students read the section on "Receiving and Marking Merchandise" in Retail Selling.

References

LAP 9-709

Grocery Merchandising
Assignment 10, 11, 12

Stocking, Marking, and Displaying
Assignment 24

Retailing Principles and Practices
Part 14

Retail Merchandising
Chapter 9, c

Retail Selling
Chapter 33

Retailing Principles and Practices
Part 20
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF PRICE MARKING

GRM-5

Operations 9

What Does the Competent Marketing Employee Do?

644-Knowledge of/or Understanding that

Knowledge of how to operate price-marking machines.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

645-Knowledge of/or Understanding that
710-Skill
709-Skill

Suggested Learning Activities

Bring to class examples of different types of merchandise tags and give a demonstration on how the different tags should be placed on merchandise.

Have students find out from their training stations or other retail businesses what types of merchandise tags and price-marking machines are used. Through a class discussion, compare and contrast the types of label and marking machines used.

References

LAP 9-644

General Merchandising
Assignments 10, 11, 22

Modern Supermarket Operation
Assignments 20, 21

Retail Merchandising
Chapter 10

Retailing Principles and Practices
Parts 14, 65, 66

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF PRICE MARKING

GRM-6

Operations

9

What Does the Competent Marketing Employee Do?

645-Knowledge of/or Understanding that

Knowledge of how to put price tickets on various types of merchandise.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

644-Knowledge of/or Understanding that
710-Skill
709-Skill

Suggested Learning Activities

Bring to class examples of different types of merchandise tags and give a demonstration on how the different tags should be placed on merchandise.

Have students find out from their training stations or other retail businesses what types of merchandise tags and price-marking machines are used. Through a class discussion, compare and contrast the types of label and marking machines used.

If possible have a field trip to local retail businesses to investigate pricing, marking, and the stockroom procedures in various types of retail businesses.

References

LAP 9-645

General Merchandising
Assignments 10, 11, 22

Modern Supermarket Operation
Assignments 20, 21

Retail Merchandising
Chapter 10

Retailing Principles and Practices
Parts 14, 65, 66

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF PRICE MARKING

GRM-7

Operations

9 What Does the Competent Marketing Employee Do?

710-Skill

Skill in operating price-marking machines.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

645-Knowledge of/or Understanding that
644-Knowledge of/or Understanding that
709-Skill

Suggested Learning Activities

Bring to class examples of different types of merchandise tags and give a demonstration on how the different tags should be placed on merchandise.

Have students find out from their training stations what types of merchandise tags and price-marking machines are used through a class discussion, compare and contrast the types of label and price-marking machines used.

References

LAP 9-710

Grocery Merchandising
Assignments 10, 11, 22

Modern Supermarket Operation
Assignments 20, 21

Retail Merchandising
Chapter 10

Retailing Principles and Practices
Parts 14, 65, 66

Retailing Principles and Practices
Part 20
(7th edition, 1981 tentative)

Cluster Instructional Objective:

COMPREHEND HOW TO REQUISITION SUPPLIER NECESSARY FOR STORE OPERATION

GRM-8

9 What Does the Competent Marketing Employee Do?

635-Knowledge of/or Understanding that

Knowledge of how to requisition and obtain supplies needed by the department such as wrapping supplies and report forms.

Common to
Food Marketing

Suggested Learning Activities

Have students find out what the process is for requisitioning supplies by departments at their training station.

Have several students bring in requisition forms from their departments and demonstrate to the class how they should be completed.

Have students compare the procedures used at the various retail businesses and make a list of the most common procedures.

References

LAP 13-635

Retailing Principles and Practices
Parts 32, 49

Retail Selling
Chapter 16

Modern Supermarket Operations
Chapter 5

Retail Merchandising
Unit 5

Retailing Principles and Practices
Part 32
(7th edition, 1981 tentative)

Operations

Cluster Instructional Objective:

ABILITY TO RELATE THE IMPORTANCE OF THE PROCEDURES NECESSARY FOR CHECK-OUT AT THE END OF THE WORKING DAY

GRM-9

Operations

9 What Does the Competent Marketing Employee Do?

632-Knowledge of/or Understanding that

Knowledge of how to "close out" the department at the end of the selling day.

Common to
Food Marketing

Suggested Learning Activities

Have students talk to their training supervisor or other retail supervisor about the procedures for closing out at the end of the day.

Invite a representative from National Cash Register to give a demonstration on point-of-sale terminals and how information can be transferred from the terminals to a daily sales slip.

Have students make a list of five key tasks and five secondary tasks that might be completed by a salesperson at the end of the day.

Have students develop a check-list of tasks performed by a checker when leaving the register at closing time. The students should submit the list to you.

Have students develop a check-list of tasks performed by a sales clerk before leaving the store at closing time. The students should submit the list to you.

References

LAP 14-632

Fundamentals of Selling
Chapter 15, a

Retail Selling
Chapter 12

Checker-Cashier
Section 7

Modern Supermarket Operations
Chapter 5

Retailing Principles and Practices
Parts 8, 28, 32, 53
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO UNDERSTAND THE IMPORTANCE OF CHECK-AUTHORIZATION PROCEDURES

GRM-10

9 What Does the Competent Marketing Employee Do?

775-Attitude

That since cashing checks is a risky business every precaution should be taken when cashing them.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

621-Knowledge of/or Understanding that

Suggested Learning Activities

Have students view the filmstrip "Checks." Then have students summarize the points covered in the filmstrip.

Have students do the programmed instruction series "Cashing Checks" from National Cash Register Company.

Have students read the pamphlet "The Use of the Cash Register." Then students can summarize in writing the points contained in the pamphlet.

References

LAP 16-775

Retail Selling
Pages 163-167

Retailing Principles and Practices
Part 10

Checker-Cashier
Pages 101-102

Front End Operations
Assignment 7

The Cashier Series

Retailing Principles and Practices
Part 28 (7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO UNDERSTAND THE IMPORTANCE OF CHECK-AUTHORIZATION PROCEDURES

GRM-11

Operations

9 What Does the Competent Marketing Employee Do?

621-Knowledge of/or Understanding that

Knowledge of how to authorize customer checks according to the store's policy.

OTHER CLUSTER COMPETENCIES

755-Attitude

Suggested Learning Activities

Have students obtain a copy of a retail businesses procedures for authorizing customer checks. Students should also find out the most common reason why checks bounce. Then students should develop additional steps that may be helpful to prevent the acceptance of a large number of bad checks.

Have students contact the local Chamber of Commerce to secure any information the Chamber of Commerce might have on bad check procedures. The students should write up a short report to turn in to you.

References

Checker-Cashier
Section 7
Project 21

Customer Services
Chapter 3

Retailing Principles and Practices
Parts 29, 30

Retail Selling
Chapter 13

LAP 16-621

Retailing Principles and Practices
Part 28 (7th edition, 1981 tentative)

Cluster Instructional Objective:

COMPREHEND THE FACTORS WHEN DEALING WITH CREDIT POLICIES

GRM-12

Operations

9 What Does the Competent Marketing Employee Do?

739-Attitude

An attitude that salespeople must be supplied with credit information, especially changes in credit policies.

Suggested Learning Activities

Have the students interview credit managers about credit, policies and procedures. A written report should be turned in.

Have the students read the reference material. After reading the material have the students discuss in small groups the need for credit information, changes and policies. Their conclusions should be turned in to you.

References

LAP 18-739

Customer Services
Chapters 3, 4
(2nd Edition)

Merchandising
Chapter 9
(2nd Edition)

Retailing Principles and Practices
Parts 28, 29

Retailing Principles and Practices
Part 29 (7th edition, 1981 tentative)

Cluster Instructional Objective:

COMPREHEND THE EFFECT OF CREDIT OPERATIONS TO THE BUSINESS'S TOTAL OPERATION

GRM-13

9 What Does the Competent Marketing Employee Do?

680-Skill

Skill in accurately handling and recording customer payment of bills.

Common to Wholesaling

Suggested Learning Activities

Obtain sample credit payment forms. Devise problems and have students practice completing these forms.

Have students visit the credit department of a retail business to find out how that business handles the recording of customer payments. Students should bring back examples of forms used. Students should invent problems for exchanging with classmates.

References

Retail Selling
Chapters 12, 13

Retail Merchandising
Chapter 12, a

Retailing Principles and Practices
Parts 10, 12, 28-30

Modern Supermarket Operations
Assignment 11

Front End Operations
Assignments 5-8

Retailing Principles and Practices
Part 50
(7th edition, 1981 tentative)

LAP 19-680

Operations

Cluster Instructional Objective: UNDERSTAND THE NECESSARY PROCEDURES FOR HANDLING SHOPLIFTERS

GRM-14

Operations

9 What Does the Competent Marketing Employee Do?

651-Knowledge of/or Understanding that

Knowledge of how to contend with cases of shoplifting according to the store's policies and procedures.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

699-Skill

Suggested Learning Activities

Have students view the slide presentation "The Employee's Role in Theft Reduction."

Have students explain their training stations' policies and procedures on shoplifting. Have students find out how the training station controls shoplifting. Then discuss with students various methods of controlling shoplifting that are used by other stores in town.

Have students view the film "That Final Touch" (Continental Film). Then discuss with students the points covered in the film.

References

Retailing Principles and Practices
Part 15

Retail Selling
Chapter 31

Retail Merchandising
Chapter 17, d

Fundamentals of Selling
Pages 398-400

LAP 22-651

Retailing Principles and Practices
Part 31 (7th edition, 1981 tentative)

Cluster Instructional Objective: UNDERSTAND THE NECESSARY PROCEDURES FOR HANDLING SHOPLIFTING

GRM-15

Operations

9 What Does the Competent Marketing Employee Do?

699-Skill

In recognizing and handling shoplifting.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

651-Knowledge of/or Understanding that

259

Suggested Learning Activities

Invite a member of the local police force to give a presentation on common techniques used by shoplifters. Have the presentation include what procedures a clerk should follow when handling a shoplifting situation.

Have students interview a security guard to determine what behaviors are observed in customers in order to detect shoplifters.

Have cooperative DE students become familiar with the shoplifting policies at their training station.

References

Retail Merchandising
Chapter 17, d

Fundamentals of Selling
Chapter 12, e

Retail Selling
Chapter 31

Modern Supermarket Operation
Chapters 22, 23

LAP 22-699

Retailing Principles and Practices
Part 31 (7th edition, 1981 tentative)

260

9 What Does the Competent Marketing Employee Do?

793-Attitude

Understand that a high level of sanitation is necessary to maintain customer patronage.

Common to
Food Marketing

Suggested Learning Activities

Have students discuss what their reaction would be if they entered a store which had dusty shelves, a dirty floor, and soiled merchandise.

Have students brainstorm a list of characteristics employees should possess which indicate a high level of sanitation.

Have students interview local managers on the activities their salespeople must do daily that are considered housekeeping activities. They should make a list and turn it in to you.

References

Front End Operations
Assignments 1-2, 12-13

Food Distribution
Page 44

Grocery Merchandising
Assignment 2

Retailing Principles and Practices
Parts 31, 32

Fundamentals of Selling
Chapter 5, b

Retail Merchandising
Chapter 3

Retail Selling
Chapter 6

Modern Supermarket Operation
Chapter 22

Food Store Housekeeping

LAP 23-793

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF KNOWING PRODUCE INFORMATION AND HOW TO HANDLE MERCHANDISE

GRM-1

Product and/or Service Technology 10

What Does the Competent Marketing Employee Do?

505-Knowledge of/or Understanding that

The knowledge of the various locations of merchandise on the selling floor and in reserve stock.

Common to

Food Marketing

OTHER CLUSTER COMPETENCIES

504-Knowledge of/or Understanding that

Suggested Learning Activities

From selected readings, have students answer the following questions pertaining to the location of merchandise. The reports can be either oral or written.

1. Why is it important to know the location of merchandise and where the reserve stock of that merchandise is?
2. If you had to bring stock from the backroom, would it make any difference what case or carton of merchandise you brought out to replenish the selling floor stock?
3. What is FIFO and why is it used?
4. Does knowing the location of merchandise make you a better employee? Why?

Have students explain the procedures for stock control--i.e., moving the merchandise from when it comes in on the truck to selling it on the floor. In developing this part of the report, you could have students use selected readings. For the second part of the report, ask students working at general merchandise stores if there are any problems with these procedures at their training station and what can be done to improve the procedures. The reports can be either written or oral.

References

LAP 19-505

Modern Supermarket Operation
Chapter 21

Retailing Principles and Practices
Part 13

Retail Merchandising
Chapter 11

Merchandising in Action
Chapter 2, 3
Page 261

Produce Merchandising
Assignment 1, 8, 10

Grocery Merchandising
Assignment 1, Page 2

Retailing Principles and Practices
Part 19 (7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE VALUE OF TAGS, LABELS, ETC. FOR PRODUCT INFORMATION GRM-2

10

Product and/or Service Technology

What Does the Competent Marketing Employee Do?

502-Knowledge of/or Understanding that

Sources of merchandise information such as the merchandise itself, handtags and labels, leaflets, box covers and price tags.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

559-Skill

Suggested Learning Activities

From a local business, have students gather all the types of labels that are used at their training station or other business and prepare a chart explaining each labels use. Examples of such labels that could be included are: informative label, price tag, stick-on-label, wrapper, stamp, packing wrapper, and manufacturer's label.

Have students read from selected sources and identify the purpose of the different types of labels described in the reading.

References

LAP 20-502

Stocking, Marking, and Displaying

Modern Supermarket Operations
Chapter 20

Retail Merchandising
Chapter 9

Retailing Principles and Practices
Part 14

Grocery Merchandising
Page 1
Assignment 10, 11, 22

Produce Merchandising
Page 1, 2, 3

Merchandising in Action
Chapter 5

Retailing Principles and Practices
Part 22 (7th edition, 1981 tentative)

Cluster Instructional Objective:

COMPREHEND THE VALUE OF TAGS, LABELS, ETC. FOR PRODUCT INFORMATION

GRM-3

Product and/or Service Technology

10

What Does the Competent Marketing Employee Do?

559-Skill

Ability to help customer buy intelligently with the use of stamps, tags, wrappers, etc., attached to merchandise.

OTHER CLUSTER COMPETENCIES

502-Knowledge of/or Understanding that

Suggested Learning Activities

Give students examples of merchandise tags, labels, and wrappers. In role-playing situations, students can assist customers in buying merchandise by using these tags and labels. Following each role-play have students discuss the way the tag or label was used to help the customer.

Have students observe several sales situations using the form below. Students should keep a list of the number of times reference is made to the label or tag on merchandise, when assisting customers in their buying decisions:

Item	Information Requested	Sale Completed

References

LAP 20-559

Retail Selling
Chapter 17, 22

Retailing Principles and Practices
Part 14

Retail Merchandising
Chapter 9, c, d
Page 380

Fundamentals of Selling
Chapter 14, d, e

Retailing Principles and Practices
Part 22 (7th edition, 1981 tentative)

Product and/or Service Technology

10

What Does the Competent Marketing Employee Do?

555-Skill

Skill in using facts from merchandise advertisements during sales.

Suggested Learning Activities

Have the students bring in advertisements from the newspaper and make a list of the merchandise information given.

Role-play sales demonstration using the merchandise information obtained from advertisements.

References

LAP 21-555

Basic Selling
Chapter 4
(2nd edition)

Retail Selling
Chapter 17

Basic Salesmanship
Chapter 4

Retailing Principles and Practices
Pages 162-170

Retailing Principles and Practices
Part 22 (7th edition, 1981 tentative)

10 What Does the Competent Marketing Employee Do?

585-Attitude

An attitude that merchandise knowledge usually creates in salespersons enthusiasm for their goods and adds to their self-confidence.

Suggested Learning Activities

Have the students in small groups discuss how merchandise knowledge creates confidence in a salesperson.

Have the students interview three salespeople and ask them their opinion on how merchandise information helps them during a sale. The student should write a brief report on the topic using information for the interview.

References

LAP 24, 585

Basic Selling
Chapter 4
(2nd Edition)

Retail Selling
Chapter 17

Basic Salesmanship
Chapter 4

Retailing Principles and Practices
Part 23 (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THAT MERCHANDISE INFORMATION MAKES SALES SUPPORTING JOBS MORE INTERESTING

GRM-6

10 Product and/or Service Technology

What Does the Competent Marketing Employee Do?

586-Attitude

An attitude that keeping informed of merchandise and product information makes the sales supporting job more interesting.

Suggested Learning Activities

Discuss with students how they feel when trying to sell merchandise which they know very little about. Contrast this feeling to how they feel when trying to sell a product about which they are well-informed.

Have students write an essay on the topic "Merchandise Information--Is it Necessary in Order to Make a Sales Supporting Job More Interesting?"

References

LAP 26-586

Retail Selling
Chapter 17, 22

Fundamentals of Selling
Chapter 6, d

Retail Merchandising
Chapter 11, d
Page 346

Creative Selling
Chapter 3

Retailing Principles and Practices
Unit 3

Basic Salesmanship
Chapter 4

Creative Selling
(2nd edition)
Chapter 3

Basic Selling
(2nd edition)
Chapter 4

Cluster Instructional Objective: ABILITY TO RELATE THAT MERCHANDISE INFORMATION CREATES ENTHUSIASM AND CONFIDENCE IN THE SALESPERSON

GRM-7

Product and/or Service Technology 10

What Does the Competent Marketing Employee Do?

580-Attitude

Attitude that a continual program of training and retraining employees with product knowledge must be carried out.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

583-Attitude

Suggested Learning Activities

Have students form a group of three or four. Give the group reasons why a continuous training program would be desirable for the following:
(a) A stockperson in a business with the potential for becoming a management-trainee in a year. (b) Assistant manager who is in line for promotion to manager.

Have the students listen to a guest speaker or lecture concerning the importance of training and retraining salespeople for using using up-to-date product information. Have students take notes and participate in a class discussion after the presentation. Then students can summarize the material covered.

References

LAP 27-580

Retailing Principles and Practices
Part 26, 27, 57

Retail Merchandising
Chapter 11, 12

Modern Supermarket Operation
Chapter 5

Produce Merchandising
Page 1

Grocery Merchandising
Pages 1-2

Retailing Principles and Practices
Part 53 (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THAT MERCHANDISE INFORMATION CREATES ENTHUSIASM AND CONFIDENCE IN THE SALESPERSON

GRM-8

Product and/or Service Technology 10

What Does the Competent Marketing Employee Do?

583-Attitude

That adequate merchandise knowledge usually creates in the salesperson enthusiasm for the goods and adds to the salesperson's self-confidence.

OTHER CLUSTER COMPETENCIES

580-Attitude

Suggested Learning Activities

Have a panel presentation with students representing their own career objective area. The topic to be covered is "Merchandise Knowledge Usually Creates Within the Salesperson Enthusiasm for the Goods or Services Sold and Adds to the Salesperson's Self-Confidence."

Role-play with a student about good product knowledge. Have the student sell the merchandise to you. Highlight the demonstration by asking the student questions covering merchandise knowledge which usually creates enthusiasm in the salesperson.

Have students brainstorm at least six ways in which product knowledge can create enthusiasm for goods and aid the customer in developing self-confidence. The students should give examples if they can.

Bring to class an item of merchandise with which students are unfamiliar. Ask one student to try to sell the item to another student who is portraying the customer. If possible, videotape the role play. Follow-up by giving the student product information

(Continued on following page.)

References

LAP 27-583

Retailing Principles and Practices
Part 26, 27

Know Your Merchandise
Chapter 1, 25

Fundamentals of Selling
Chapter 6

Retail Selling
Chapter 17

Retail Merchandising
Chapter 11

Retailing Principles and Practices
Part 22 (7th edition, 1981 tentative)

What Does the Competent Marketing Employee Do?

583-Continued

Suggested Learning Activities

and time to review that information. Repeat the role-playing situation, videotaping the results. Discuss the differences in the two sales presentation with the two students involved. This should show them that the presentation with additional information was more effective.

References

Cluster Instructional Objective:

COMPREHEND THE EFFECT OF HOW TO INCREASE SALES BY PRODUCT KNOWLEDGE

GRM-10

Product and/or Service Technology

10

What Does the Competent Marketing Employee Do?

507-Knowledge of/or Understanding that

Knowledge of items that can be substituted for well-known products, what they are substitutes for, and superior points of the substitutes.

Common to Food Marketing

OTHER CLUSTER COMPETENCIES

554-Skill
587-Attitude
510-Knowledge of/or Understanding that

Suggested Learning Activities

Have students select three well-known items from their training station that have similar substitute store-brand items. Then have the student list several superior selling points of the store-brand item showing how it is better than the well-known product and therefore should be considered by the customer as a good substitute.

Have two students with the same career objective get together for a role-playing activity. Give one student several items that can be substituted for a well-known product. This student will explain to the other student (acting as customer) why these items are a good substitute. The student doing the "selling" should be able to compare the two products and be able to explain some superior features of the substitute item.

Have students prepare a chart or poster comparing a well-known product with a lesser-known product that could be a substitute. The poster should list the features of both products and why the lesser-known product could be substituted for the other.

References

LAP 28-507

Modern Supermarket Operation
Chapters 5, 6

Retailing Principles and Practices
Part 27, 44

Retail Merchandising
Chapter 11

Know Your Merchandise
Chapter 1, 25

Grocery Merchandising
Assignment 2, 13, 16
Pages 1-5

Produce Merchandising
Assignment 15-26
Pages 1-4

Retailing Principles and Practices
Part 53 (7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF HOW TO INCREASE SALES BY PRODUCT KNOWLEDGE

GRM-11

Product and/or Service Technology

10

What Does the Competent Marketing Employee Do?

587-Attitude

A belief that adequate merchandise information will help increase sales and promote better customer relations.

OTHER CLUSTER COMPETENCIES

510-Knowledge of/or Understanding that
507-Knowledge of/or Understanding that
554-Skill

Suggested Learning Activities

With permission from the owner or manager of a business, have students observe experienced salespeople as they present merchandise to customers. Make notes on how these people used product knowledge to close sales and promote better customer relations.

Have students collect examples of types of product information found at local stores. Then students can present the different types in the form of a bulletin board or poster.

References

LAP 28-587

Fundamentals of Selling
Chapter 6

Retail Selling
Chapter 17

Retail Merchandising
Chapter 11

Grocery Merchandising
Assignment 2

Produce Merchandising
Assignment 3, 13, 14

Retailing Principles and Practices
Part 22 (7th edition, 1981 tentative)

Cluster Instructional Objective:

COMPREHEND THE EFFECT OF HOW TO INCREASE SALES BY PRODUCT KNOWLEDGE

GRM-12

10 Product and/or Service Technology

What Does the Competent Marketing Employee Do?

554-Skill

Skill in interpreting merchandise guarantees and directions to customers.

OTHER CLUSTER COMPETENCIES

510-Knowledge of/or Understanding that
507-Knowledge of/or Understanding that
587-Knowledge of/or Understanding

Suggested Learning Activities

Have the students bring in guarantees and role play situations having to explain the guarantees to a customer.

Have students observe salespeople during a sales demonstration making notes of how information is given to the customer.

References

LAP 28, 554

Retail Selling
Chapter 30

Retailing Principles and Practices
Part 42

Retailing Principles and Practices
Part 41 (7th edition, 1981 tentative)

Cluster Instructional Objective:

COMPREHEND THE EFFECT OF HOW TO INCREASE SALES BY PRODUCT KNOWLEDGE

GRM-13

10 Product and/or Service Technology

What Does the Competent Marketing Employee Do?

510-Knowledge of/or Understanding that

Understanding that adequate merchandise information will enable the salesperson to increase sales as well as earning capacity.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

507-Knowledge of/or Understanding that
554-Skill
587-Attitude

Suggested Learning Activities

Have an experienced salesperson demonstrate a product from their business to the class. Following the presentation, discuss the following points.

1. Can a salesperson be successful without a thorough knowledge of the merchandise sold?
2. A salesperson's earning capacity usually is directly related to the knowledge one has of the product being sold.
3. A salesperson's knowledge of products enables the salesperson to increase sales.

Have students form small groups to solve a case problem. The group should appoint one person to act as a recorder. The major points developed by the group should be submitted to you.

References

LAP 28-510

Modern Supermarket Operation
Chapter 6, 7

Customer Services
Chapter 5, 6

Know Your Merchandise
Chapter 1, 25

Grocery Merchandising
Assignment 2

Produce Merchandising
Assignment 3, 13, 14

Retailing Principles and Practices
Part 41 (7th edition, 1981 tentative)

Cluster Instructional Objective: KNOWLEDGE OF CURRENT TRENDS IN MERCHANDISING

GRM-14

Product and/or Service Technology

10 What Does the Competent Marketing Employee Do?

513-Knowledge of/or Understanding that

Knowledge of current merchandise trends, product innovations, etc.

Suggested Learning Activities

Have the students read trade journals, magazines, newspapers, manufacturers' brochures and other sources. A brief report should be given on current trends.

Have a guest speaker from a local store discuss trends in retailing.

References

LAP 29-513

Merchandising
Chapter 9 (2nd edition)

Retail Selling
Chapter 34

Retailing Principles and Practices
Parts 12, 36, and 37
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE BENEFITS OF CUSTOMER SATISFACTION BY USING SELLING FEATURES IN A SALES PRESENTATION

GRM-15

10 Product and/or Service Technology

What Does the Competent Marketing Employee Do?

551-Skill

Skill in building a sales talk around merchandise selling features.

OTHER CLUSTER COMPETENCIES

511-Knowledge of/or Understanding that
550-Skill

Suggested Learning Activities

Show students a product. Allow them to ask any questions about the product they would like. Based on the information gathered about the product, have students prepare a sales talk. At least two selling features of that product should be presented in the sales talk.

Have students discuss the statement, "Customers do not buy merchandise. They buy what it will do for them." Example: a radio.

References

LAP 32-551

Retailing Principles and Practices
Unit 3

Retail Selling
Chapter 17, 22

Fundamentals of Selling
Chapter 6, d

Retail Merchandising
Chapter 11, d
Page 346

Creative Selling
Chapter 3

Creative Selling
Chapter 3 (2nd edition)

Retailing Principles and Practices
Part 41 (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE BENEFITS OF CUSTOMER SATISFACTION BY USING SELLING FEATURES IN A SALES PRESENTATION

CRM-16

10 Product and/or Service Technology

What Does the Competent Marketing Employee Do?

511-Knowledge of/or Understanding that

Knowledge of how merchandise information is a useful tool in opening a sales conversation with a customer.

Common to Food Marketing

OTHER CLUSTER COMPETENCIES

550-Skill
551-Skill

Suggested Learning Activities

Have the students develop opening statements for various products using merchandise information.

Role play sales demonstration, evaluating the students on their openings.

Have students observe salespeople and evaluate their openings.

References

LAP 32-511

Basic Salesmanship
Pages 56-60

Retail Selling
Chapter 20

Retailing Principles and Practices
Part 22 (7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE BENEFITS OF CUSTOMER SATISFACTION BY USING SELLING FEATURES IN A SALES PRESENTATION

GRM-17

Product and/or Service Technology 10

What Does the Competent Marketing Employee Do?

550-Skill

Skill in expressing customer benefits that accompany merchandise selling features.

OTHER CLUSTER COMPETENCIES

551-Skill
511-Knowledge of/or Understanding that

Suggested Learning Activities

Give students a product and a product fact sheet. Have students list all the benefits associated with features of the product.

References

LAP 32-550

Basic Salesmanship
Chapter 2, 4

Basic Selling
Chapter 2, 4, (2nd edition

Retailing Principles and Practices
Part 41 (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO COMPARE OUR PRODUCTS TO COMPETITION PRODUCTS

GRM-18

Product and/or Service Technology

10

What Does the Competent Marketing Employee Do?

553-Skill

Skill in showing customers the point of superiority of one's own product in comparison to competing store's products.

Suggested Learning Activities

Have the students bring in two similar products and compare them.

Role play sales demonstrations having students use competing products and demonstrate their skill in pointing out superior features and benefits.

References

LAP 33-553

Fundamentals of Selling
Chapter 6, d

Retail Selling
Chapter 17

Retailing Principles and Practices
Part 42 (7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO COMPREHEND THE IMPORTANCE OF SELECTING PRODUCTS SUITABLE FOR CUSTOMER'S NEEDS AND PURPOSES

GRM-19

10 Product and/or Service Technology

What Does the Competent Marketing Employee Do?

508-Knowledge of/or Understanding that

Knowledge of the uses of specific merchandise and differences between similar articles so merchandise may be selected to meet a customer's needs.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

548-Skill

Suggested Learning Activities

Using a role-playing situation, bring in two products which are similar and have a student explain the differences between the two products to a customer.

Bring in two products which are similar (such as two different types of tennis rackets). Ask students to list the uses of the specific merchandise and the differences between them.

References

LAP 35-508

Fundamentals of Selling
Chapter 6

Retail Selling
Chapter 17

Retail Merchandising
Chapter 11

Grocery Merchandising
Assignment 2, 4, 8

Produce Merchandising
Assignment 3, 10, 14

Merchandising in Action
Chapter 1, 4

Retailing Principles and Practices
Part 42 (7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO COMPREHEND THE IMPORTANCE OF SELECTING PRODUCTS SUITABLE FOR CUSTOMER'S NEEDS AND PURPOSES

GRM-20

Product and/or Service Technology

10

What Does the Competent Marketing Employee Do?

548-Skill

The skill in using facts about the merchandise itself when helping a customer make a buying decision.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

508-Knowledge of/or Understanding that

Suggested Learning Activities

Have students select two products that requires some type of personal selling. Have students identify facts about the merchandise that will assist them when they are helping a customer make a buying decision. Have students prepare a report to be submitted to you (either orally or written).

Have students with similar career objectives break into groups. Have students bring one article. The article must have a merchandise label. using the label as a source of merchandise information. Then each student will demonstrate the features of the merchandise as if they are selling the product to the other students.

References

LAP 35 - 548

Know Your Merchandise
Chapter 1, 25

Retail Merchandising
Chapter 11

Retailing Principles and Practices
Part 25, 27

Modern Supermarket Operation
Chapter 6, 7

Merchandising in Action
Chapter 1, 5

Grocery Merchandising
Page 1

Produce Merchandising
Page 1

Retailing Principles and Practices
Part 41 (7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO UNDERSTAND THE IMPORTANCE THAT SIZES, COLORS, STYLES, AND PRICE OF MERCHANDISE PLAY IN PRODUCT INFORMATION

GRM-21

10 Product and/or Service Technology

What Does the Competent Marketing Employee Do?

500-Knowledge of/or Understanding that

Understanding that since sizes vary according to manufacturers and price lines, it is necessary to judge each customer's requirements.

OTHER CLUSTER COMPETENCIES

506-Knowledge of/or Understanding that

Suggested Learning Activities

Have students interview a buyer or manufacturer's representative to discuss variations in sizes according to manufacturers and price lines.

Discuss specific examples of variances in size and price lines of products sold at students training stations. Have students tell how this information is used by them on-the-job.

Have students discuss the following situation. A customer trys on a blouse in her size but it is to small. The customer wants to know why it doesn't fit properly.

References

LAP 36-500

Retail Merchandising
Chapter 11, c, d

Creative Selling
Chapter 3

Retail Selling
Chapter 17, 21, 22

Fundamentals of Selling
Chapter 6, d

Retailing Principles and Practices
Part 25

Merchandising in Action
Chapter 1

Produce Merchandising
Assignment 3, 9

Grocery Merchandising
Assignment 11, 22

Creative Selling
Chapter 3, (2nd edition)

Cluster Instructional Objective:

ABILITY TO UNDERSTAND THE IMPORTANCE THAT SIZES, COLORS, STYLES, AND PRICE OF MERCHANDISE PLAY IN PRODUCT INFORMATION

CRM-22

10 Product and/or Service Technology

What Does the Competent Marketing Employee Do?

506-Knowledge of/or Understanding that

Knowledge of the sizes, colors, styles, and prices in which merchandise is available.

OTHER CLUSTER COMPETENCIES

500-Knowledge of/or Understanding that

Suggested Learning Activities

Have students interview a merchandise buyer from a local store or their training station to determine the method used to select colors, sizes, styles, and price lines obtained for the store, as well as the method used to insure that salespeople know the sizes, colors, styles, and price lines available to customers.

Have students select five items of merchandise sold at their training station. Then students should record the name of the product or item and indicate all sizes, colors, styles, and prices available for that product.

References

LAP 36-506

Buying and Pricing
Chapter 2

Retail Merchandising
Chapter 6

Grocery Merchandising
Assignment 4, 11, 20

Merchandising in Action
Chapter 4, 5

Prorduce Merchandising
Assignment 2, 3, 15-16

Retailing Principles and Practices
Part 22 (7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF INTERPRETIVE MERCHANDISE INFORMATION IN ORDER TO BUILD CUSTOMER SATISFACTION

GRM-23

Product and/or Service Technology

10

What Does the Competent Marketing Employee Do?

519-Knowledge of/or Understanding that

Knowledge that brand or trade names are an advertising device used to encourage customer retention.

Common to Food Marketing

Suggested Learning Activities

From the list below, ask students if they use the term in column one or the term in column two when asking for a product.

	Column 1		Column 2
1.	Band Aid	OR	bandages
2.	Scotch Tape	OR	celephane tape or tape
3.	Jell-O	OR	gellatine
4.	Lipton's	OR	tea
5.	Coke	OR	cola

Then discuss the importance that brand or trade names have as an advertising device in trying to maintain customer retention.

Show students manufacturer's symbols or logos without the name of the company. See how many the students can identify and then discuss the importance of product identification used for increasing customer retention.

References

LAP 38-519

Retail Merchandising
Chapter 6

Modern Supermarket Operation
Chapter 7

Know Your Merchandise
Chapter 1, 25

Produce Merchandising
Assignment 3, 8, 10
Page 1-2

Grocery Merchandising
Assignment 2, 17, 20, 21
Page 1

Merchandising in Action
Chapter 1, 2

Advertising Principles
Volume 3

Retailing Principles and Practices
Part 43 (7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF INTERPRETIVE MERCHANDISE INFORMATION IN ORDER TO BUILD CUSTOMER SATISFACTION

GRM-24

Product and/or Service Technology

10

What Does the Competent Marketing Employee Do?

582-Attitude

An attitude that a salesperson must have sufficient knowledge of the merchandise he/she sells in order to answer a customer's questions satisfactorily.

OTHER CLUSTER COMPETENCIES

588-Attitude

Suggested Learning Activities

Ask each student to bring to class a product sold at their training station. Play the game of "Stump the Salesperson"--i.e., students think of questions to ask regarding the product. If a question is asked which the salesperson (the student who brought the product) cannot answer, discuss where that information could be found.

In a role-playing situation, have students assume the roles of salesperson and customer. The customers should confront the salesperson with a variety of questions. Following the role playing, evaluate its effectiveness by determing if the questions were answered satisfactorily.

Have the student interview a salesperson on product knowledge. Have students determine if the salesperson had enough information about the product. Report results on class.

References

LAP 39-582

Retail Selling
Chapter 17, 22

Fundamentals of Selling
Chapter 6, d

Retail Merchandising
Chapter 11, d
Page 346

Creative Selling
Chapter 3

Retailing Principles and Practices
Unit 3

Basic Salesmanship
Chapter 4, (2nd edition)

Retailing Principles and Practices
Part 22 (7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF INTERPRETIVE MERCHANDISE INFORMATION IN ORDER TO BUILD CUSTOMER SATISFACTION

GRM-25

10

Product and/or Service Technology

What Does the Competent Marketing Employee Do?

588-Attitude

Attitude that adequate merchandise information will build customer confidence in the merchandise as well as in the business.

OTHER CLUSTER COMPETENCIES

582-Attitude

Suggested Learning Activities

Have students interview several people who purchased products to determine whether or not there was adequate merchandise information that built confidence in the product and in the business. Have students state or write the examples in detail.

Conduct a panel session (made up of students) on how adequate merchandise information can help the salesperson in building customer confidence in the businesses merchandise.

During a brainstorming session, give statements that a salesperson could use during the selling process that would affect the customer's attitude in building confidence in the product and in the business. The following are some areas statements could be developed around: stereo, electric typewriter, misrepresented price in newspaper advertisement, sleeping bag, recliner chair, and a dress.

Have student list as many examples as they can of instances when they purchased items because the salesperson or business provided merchandise information which built confidence in the product or business.

References

LAP 39-588

Merchandising in Action
Chapters 1, 4

Produce Merchandising
Assignment 2, 3
Pages 1-4

Grocery Merchandising
Page 1

Retail Merchandising
Chapter 11

Retail Selling
Chapter 17

Fundamentals of Selling
Chapter 6

Retailing Principles and Practices
Parts 22, and 41
(7th edition, 1981 tentative)

Product and/or Service Technology 10

What Does the Competent Marketing Employee Do?

547-Skill

Skill in analyzing merchandise returned as unsatisfactory by customers to determine reasons for poor performance.

Common to
Food Marketing

Suggested Learning Activities

Have the students complete the following case and discuss their answers.

A dissatisfied customer, whom you did not originally serve, brought back to you a bathing suit that she purchased in your department and began complaining about it to you. It does not fit properly; the seams are pulling out; it has faded from being exposed to the sun. She paid $19.95 for the bathing suit and has only worn it a dozen times.

Analyze the situation.

List four or five possible alternative solutions.

Have the students role play situation portraying the customer returning merchandise. The student should demonstrate how they would analyze the problem and handle the situation to the satisfaction of the customer and the store.

References

LAP 18-547

Retail Principles and Practices
Pages 100-109

Fundamentals of Selling
Pages 225, 97

Retail Selling
Pages 115-117
Pages 310-312
Page 385

Retailing Principles and Practices
Part 41 (7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE CONTRIBUTION OF CUSTOMERS TO SELLING

GRM-1

11 What Does the Competent Marketing Employee Do?

921-Attitude

A belief that the job of selling contributes to the well-being of customers.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

930-Attitude

Selling

Suggested Learning Activities

At your training station or at a local store interview two customers to find out how they benefit from the selling process. A structured interview should be used with some type of guide. The finished form should be submitted to the instructor.

Meet with a small group of students with the same career objective. Play the role of the devil's advocate by challenging them to defend selling or the sales process is a waste of time in a variety store because most variety stores are self service.

Ask the students to write a reaction paper to the following question: "The Sales Process is Important to the Retail Industry." Discuss the papers either as a group or individually.

References

LAP 1-921

Basic Salesmanship
Chapter 1

Creative Selling
Page 9

Retailing Principles and Practices
Unit 2

Retail Selling
Chapters 1, 19

Grocery Merchandising
Page 4

Basic Selling
Chapter 1, (2nd edition)

Retailing Principles and Practices
Parts 23, 44
(7th edition, 1981 tentative)

11

What Does the Competent Marketing Employee Do?

930-Attitude

Attitude that the act of selling is helping the customer obtain maximum personal satisfaction for money spent.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

921-Attitude

Suggested Learning Activities

Have students select three adult shoppers at their training station or at another local business. Have the students ask the shoppers the following questions. The findings should be written in a short report and submitted to you.

1. Are the clerks helpful when you have questions about merchandise thereby assisting you in making a buying decision?
2. Have you been satisfied with the recommendations that the store personnel have made about goods for which you were not familiar?
3. Can you cite examples of positive r[illegible]tions you have had to recommendations by store personnel in helping you reach a buying decision on goods?

Have students write a reaction report to the following statement: "Don't sell things... sell ideas, feelings, self-respect, homelife, and happiness."

References

LAP 1-930

Basic Salesmanship
Chapter 1

Creative Selling
Page 9

Retailing Principles and Practices
Unit 2

Retail Selling
Chapter 1, 19

Grocery Merchandising
Page 4

Retailing Principles and Practices
Part 23 & 42
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF HAVING POSITIVE ATTITUDE TOWARDS SELLING

GRM-3

11

What Does the Competent Marketing Employee Do?

938-Attitude

A feeling of pride in being a salesperson.

Common to
Food Marketing

Suggested Learning Activities

Discuss with students the value of selling to the economy and how a salesperson plays an important role.

Assign the topic, "I Take Pride in Being a Salesperson," as a 2-page report. This assignment should be handled as a homework project.

Have students interview salespersons at local stores. The students should write notes and discuss the experience in class.

References

LAP 3-938

Basic Salesmanship
Chapter 1

Retail Selling
Chapter 1

Fundamentals of Selling
Chapter 1

Grocery Merchandising
Assignment 2

Produce Merchandising
Assignment 13

Basic Selling
Chapter 1, (2nd edition)

Retailing Principles and Practices
Part 41 & 51
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: COMPREHEND THE EFFECT OF PUBLIC RELATION IN SELLING

GRM-4

11

What Does the Competent Marketing Employee Do?

933-Attitude

Realization of the importance of the salesperson's position in regard to his/her public relations function.

Suggested Learning Activities

Assign to the students this topic as a 3-page report to be done as a homework project.

Have students observe two salespersons at their training station or a local store as to how they handle the public. Then the students should compare the two salespersons in written form or through a class discussion. Have the students present their findings.

Have students prepare an essay on the importance of public relations. The following points should be covered:

1. What is public relations?
2. The salesperson's role in public relations.
3. Examples of public relations activities at their training station.

In groups of two or three, have students explain to each other their role regarding public relations at their training station.

Have a guest speaker in to discuss public relations in merchandising. A personnel manager or store manager from a local store would work well.

References

LAP 4-933

Retail Selling
Chapter 8

Psychology and Human Relations In Marketing
Chapters 1, 2, 5, 8

Human Relations In Business

Retailing Principles and Practices
Parts 21, 70

Fundamentals of Selling
Chapter 2

Human Relations in Marketing
Chapters 1, 2, 5, 8
(2nd edition)

Retailing Principles and Practices
Part 25 & 51
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO RELATE THE BENEFITS OF CUSTOMER PATRONAGE

GRM-5

11 What Does the Competent Marketing Employee Do?

936-Attitude

Attitude that today's customer chooses the store where shopping conditions are most pleasant.

Common to
Food Marketing

Suggested Learning Activities

Write the following categories on the board:
Grocery Store Dept. Store Hardware Store

Shoe Store Boutique Discount Store

Have students name stores in town that fit each category. After the lists are compiled, have students pick one category and visit each store on the list. The students should be given a week to make their visits. After each visit, the student should make notes of shopping conditions based on brief interviews with two or three customers in each store. The students should try to find out the customers' opinions of the shopping conditions in that store. The students can then compare the comments from the customers at the different stores and discuss the results in class.

Have students write a short report comparing the shopping conditions in their training station with those of two other similar stores.

References

LAP 5-936

Retail Merchandising
Chapter 3

Retailing Principles and Practices
Part 31

Produce Merchandising
Pages 1-4
Assignment 12

Grocery Merchandising
Pages 1-4

Retailing Principles and Practices
Parts 16, 23, 44, 70
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: COMPREHEND THE POSITIVE EFFECT OF KEEPING CUSTOMER PROMISES

GRM-6

11

What Does the Competent Marketing Employee Do?

943-Attitude

An attitude that one should live up to promises made to customers.

Common to
Food Marketing

Suggested Learning Activities

Have the students role play a situation where there is a short-range advantage by not living up to a promise made to a customer. An example might be when a delivery date cannot be met because the items are given to a preferred customer. Have the group appoint one student to act as discussion leader. Have the class or small group discuss the long-range effects of the situation.

Have students of the same career interests break into small groups. Have the group identify examples of promises which were made to them by businesses but not kept. Have the students write down their reactions and what they did about it. Then as a class, have the group present their examples. Cite examples of your own. Then discuss what store employees can do to prevent this from happening. This discussion should be related to the students' training stations.

Have students write a short reaction paper on the following topic: "Salespeople who keep promises made to customers are an asset to the business."

References

LAP 6-943

Modern Supermarket Operation
Assignments 3,5

Retailing Principles and Practices
Parts 21, 63

Psychology and Human Relation in Marketing
Chapters 1, 2

Fundamentals of Selling
Chapter 3
Part e

Produce Merchandising
Pages 1-4
Assignments 12, 13

Grocery Merchandising
Pages 1-4
Assignments 2, 24

Retailing Principles and Practices
Parts 13, 61
(7th edition, 1981 tentativ

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF PROPERLY DETERMINING CUSTOMER NEEDS

GRM-7

Selling

11 What Does the Competent Marketing Employee Do?

919-Attitude

A feeling that the customer needs the service or product being offered.

Common to
Food Marketing

327

Suggested Learning Activities

Have students design a poster that lists various buying motives. Behind each quotation, the students should put a quotation that the customer might use in voicing that motive. The poster should be displayed in the classroom.

Have students try to determine why certain shoppers buy the expensive line of canned goods while others buy private or house brands.

Have students select three types of products and identify in writing three possible buying motives for each product which a customer may have when buying the products. The student should determine whether the buying motives are emotional or rational in nature.

References

LAP 7-919

Retail Merchandising
Chapter 11, Part c
Chapter 1, Part b
Chapter 6, Part a

Retail Selling
Chapters 19, 21, 30

Retailing Principles and Practices
Pages 288-289, 72-73
Part 23

Fundamentals of Selling
Chapter 4

Modern Supermarket Operation
Chapter 3

Food Distribution
Page 3

Grocery Merchandising
Pages 1-4

328

Produce Merchandising
Pages 1-4
Assignment 12

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF SALES QUOTAS TO SELLING

GRM-8

11 What Does the Competent Marketing Employee Do?

945-Attitude

An attitude of awareness that each salespersons should attempt to meet their sales quota in order to meet established job performance.

Suggested Learning Activities

Have the students prepare for a panel discussion using the following as topics:

1. It is important for salespeople to meet company quotas?
2. Salespeople who meet their sales quota or surpass them have a better chance for promotion.

Have a local manager who uses sales quota speak to the class on the value of the sales quota plan.

References

LAP 8-945

Fundamentals of Selling
Pages 479-489

Retail Principles and Practices
Page 23

Retail Merchandising
Page 172

Retailing Principles and Practices
Part 61
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF SALES TRAINING PROGRAMS

11

What Does the Competent Marketing Employee Do?

944-Attitude

A belief that one should take advantage of sales training opportunities.

Common to
Food Marketing

Suggested Learning Activities

From a nearby post-high school vocational training institution have an instructor visit the class to speak on the importance of additional training. Make sure the speaker touches upon training for advancement within careers.

Discuss with students the opportunities available in the area for additional training. Identify opportunities for each student's career objective.

Have students visit with their training sponsor on what type of additional training is available at the training station. Have the students report their findings to you. Discuss with the students whether or not they think such training is a worthwhile investment of time.

References

LAP 9-944

Fundamentals of Selling
Page 231

Retail Selling
Page 59

Retailing Principles and Practices
Part 1

Retail Merchandising
Page 617

Marketing and Distribution
Page 532

Grocery Merchandising
Pages 1-4
Assignments 1, 2

Produce Merchandising
Pages 1-4
Assignments 13, 14

Selling

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF CORRECTLY MAKING CHANGE

GRM-10

11 What Does the Competent Marketing Employee Do?

818-Knowledge of/or Understanding that

Knowledge of how to make change and count it back to a customer.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

896-Skill

Suggested Learning Activities

Bring monopoly money and "play" cash to class. Pair students up and hand out dittoed copies of cases. One student can act out case, the other student can record transaction.
Example:

CUSTOMER
SUPPLIES ITEM
$5.00 $2.45

Answer - Salesperson returns

pennies	1 nickles	dimes	2 quarters	2 dollars	five

CUSTOMER
SUPPLIES ITEM
$10.01 $6.01

Answer - Salesperson returns

pennies	nickels	dimes	quarters	4 dollars	five

Make out a worksheet similar to the above and have students complete.

Present and discuss with class proper procedure for counting back cash and problems encountered.

References

LAP 10-818

Mathematics in Marketing
Chapters 2, and 3

Retail Merchandising
Chapter 12

Checker-Cashier
Chapter 7

The Cashier

Retailing Principles and Practices
Page 89

Basic Retailing and Distribution
Page 269

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF CORRECTLY MAKING CHANGE

11

What Does the Competent Marketing Employee Do?

896-Skill

Ability to determine the correct change and count it back to a customer during a cash sale according to company procedure.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

818-Knowledge of or Understanding that

Suggested Learning Activities

Using play money or tokens, give students specific sales amounts and some money (token) to pay for the sale. Then have students practice change-making procedures.

If you do not have a school store, set up a mock store. Try to get a real cash register and have students take turns as the salesperson so they can ring up other students' purchases.

References

LAP 10-896

Retail Selling
Chapter 12

Checker-Cashier
Chapter 7

The Cashier

Basic Retailing and Distribution
Page 269

Retailing Principles and Practices
Page 89

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF CORRECTLY OPERATING THE CASH REGISTER

11

What Does the Competent Marketing Employee Do?

816-Knowledge of/or Understanding that

Knowledge of how to operate a cash register correctly.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

888-Skill

Suggested Learning Activities

Set up a field trip to the school cafeteria to see how they handle the money collecting activities. Then have several students present to the class how they operate the cash register at their training station. Then have the class discuss the differences in collecting cash for a purchase.

Assign selected readings to the students. Have the students write a short paper on "Procedure, Problems, and Tips in Operating a Cash Register."

References

LAP 11-816

Retail Selling
Chapter 14

Mathematics in Marketing
Chapter 3

Mathematics in Marketing
Chapter 3, (2nd edition)

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF CORRECTLY OPERATING THE CASH REGISTER

GRM-13

11

What Does the Competent Marketing Employee Do?

888-Skill

Ability to efficiently handle a cash register.

OTHER CLUSTER COMPETENCIES

816-Knowledge of/or Understanding that

Suggested Learning Activities

Bring in several pictures of various types of cash registers. Discuss these various types with the class.

Have a field trip to NCR or to some similar company.

References

LAP 11-888

Retail Selling
Chapter 14

Mathematics in Marketing
Chapter 3

Mathematics in Marketing
Chapter 3, (2nd edition)

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective:

ABILITY TO RELATE GOOD PROCEDURES FOR DEALING WITH CASH REGISTER-- STOCK SHORTAGES AND OVERAGES

GRM-14

11

What Does the Competent Marketing Employee Do?

829-Knowledge of/or Understanding that

Understanding that stock shortages and overages are created by ringing an incorrect amount for a sale on the cash register or ringing onto the wrong key.

Common to
Food Marketing

Suggested Learning Activities

Have students discuss with their training sponsor the most frequent reasons why stock shortages and overages occur. Then students should compile a list and record it on the blackboard. After all students have put their list on the blackboard, comparisons can be made.

Have students brainstorm a list of ways in which stock shortages and overages are created.

References

LAP 12-829

Retailing Principles and Practices
Part 15

Retail Selling
Chapters 14, 15

Food Distribution
Page 29

Front End Operations
Assignments 5, 6

Checker-Cashier
Sections 4, 5,

Retailing Principles and Practices
Parts 21, 28
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective:

COMPREHEND THE EFFECT OF CORRECTLY WRITING SALES CHECKS

GRM-15

11

What Does the Competent Marketing Employee Do?

819-Knowledge of/or Understanding that

Knowledge of the procedures to use when writing out saleschecks.

Suggested Learning Activities

Discuss with the student the procedures for completing saleschecks. Write down the points made by the students on an overhead transparency.

Discuss the importance of neatness, accuracy, and completeness when completing a salescheck.

Have the students interview a salesperson on the various uses for saleschecks. (Examples: ordering, record keeping, etc.) Have students report to class. Discuss in relationship to neatness, accuracy and completeness.

References

LAP 13-819

Mathematics in Marketing
Chapter 2

Retail Selling
Chapter 11

Retailing Principles and Practices
Part 10

Mathematics in Marketing
Chapter 2, (2nd edition)

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Cluster Instructional Objective:

COMPREHEND THE EFFECT OF CORRECTLY HANDLING CASH SALES

GRM-16

11 What Does the Competent Marketing Employee Do?

832-Knowledge

Knowledge of how to process checks received in payment for merchandise purchased.

OTHER CLUSTER COMPETENCIES

890-Skill
813-Knowledge of/or Understanding that

Suggested Learning Activities

Have students read the booklet "Cashing Checks" and summarize the characteristics of the personal, payroll, and government checks. The students should turn in their summary to you.

Have students view the filmstrip "Checks." Then the students should summarize the points covered.

Have students discuss policies used at their training stations and the reasons for the procedure.

References

LAP 14-832

Checker-Cashier
Project 21
Section 7

Retail Selling
Chapter 13

National Cash Register DE Series

Customer Services
Chapter 3

The Cashier

Retailing Principles and Practices
Parts 29, 30

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF CORRECTLY HANDLING CASH SALES

GRM-17

11 What Does the Competent Marketing Employee Do?

813-Knowledge of/or Understanding that

Knowledge of the procedures involved in conducting a cash sales transaction.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

832-Knowledge of/or Understanding that
890-Skill

Suggested Learning Activities

Invite a representative from National Cash Register to give a demonstration to the class on handling cash sales on their point of sale terminals.

List the actions or steps in a cash sale transaction on the blackboard. Then have at least three students either make a purchase or observe a cash sale. Have these students report to the class the actions used. Watch for (and discuss with the class) similarities and differences.

References

LAP 14-813

Retailing Principles and Practices
Page 85

Retail Selling
Page 135

Basic Retailing and Distribution
Unit 33

Checker-Cashier
Section 7

Mathematics in Marketing
Chapter 3

The Cashier

Mathematics in Marketing
Chapter 3,
(2nd edition)

Retailing Principles and Practices
Part 28
(7th Edition, 1981 tentative)

Cluster Instructional Objective:

COMPREHEND THE EFFECT OF CORRECTLY HANDLING CASH SALES

GRM-18

11 What Does the Competent Marketing Employee Do?

890-Skill

Ability to efficiently handle cash sale transactions.

Common to
Food Marketing

Additional Cluster Competencies

832-Knowledge of/or Understanding that
813-Knowledge of/or Understanding that

Suggested Learning Activities

Have three or four students explain to the class how they handle cash sale transactions at their training station.

Give students 15 minutes to discuss among themselves how each handles cash sales transactions. Then have the students write down differences in procedures. If the class is large, you may want to break students into groups for the discussion.

Have the students work in the school store. Discuss the procedure used for a sales transaction.

References

LAP 14-890

Mathematics in Marketing
Chapters 1, 3

Retail Selling
Chapters 11-14

Mathematics in Marketing
Chapters 1, 3
(2nd edition)

Retailing Principles and Practices
Part 10

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Cluster Instructional Objective: UNDERSTANDING THE IMPORTANCE OF CREDIT SALES TO SELLING

GRM-19

11 What Does the Competent Marketing Employee Do?

821-Knowledge of/or Understanding that

Knowledge of the importance of credit as a selling tool.

Suggested Learning Activities

Have the students do an opinion survey on the value of credit to a customer and the store.

Have a panel discussion on credit and its value to increase sales.

Have a speaker from the credit department come in and speak on the effects of credit on sales.

Have the students do a research paper on credit and its effect on a sale.

References

LAP 15-821

Retail Selling
Pages 357-360

Creative Selling
(2nd edition)
Chapter 3

Retailing Principles and Practices
Parts 48, 49
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF CORRECTLY HANDLING CHARGE SALES

GRM-20

11

What Does the Competent Marketing Employee Do?

815-Knowledge of/or Understanding that

Knowledge of how to properly handle charge plates during a charge sales transaction.

OTHER CLUSTER COMPETENCIES

889-Skill
814-Knowledge of/or Understanding that

Suggested Learning Activities

Present the filmstrip "Credit Cards." Give students a structured outline so they can take notes on the main points covered in the filmstrip.

Invite a representative from a major credit card company to speak on the proper way of handling charge plates during a transaction.

References

LAP 16-815

Retail Selling
Chapter 13

Retailing Principles and Practices
Page 85
Part 28

Customer Services
Chapters 2, and 3

Fundamentals of Selling
Chapter 7, c

The Cashier

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF CORRECTLY HANDLING CHARGE SALES

GRM-21

11

What Does the Competent Marketing Employee Do?

814-Knowledge of/or Understanding that

Knowledge of the procedures for conducting a charge sale transaction.

OTHER CLUSTER COMPETENCIES

889-Skill
815-Knowledge of/or Understanding that

Suggested Learning Activities

Discuss the type of charge sales and procedures used. Have the student visit a store and investigate their procedure for charges.

References

LAP 16-814

Retail Selling
Chapter 13

Retailing Principles and Practices
Page 85
Part 28

Customer Services
Chapter 2, and 3

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF CORRECTLY HANDLING CHARGE SALES

GRM-22

11

What Does the Competent Marketing Employee Do?

889-Skill

Ability to efficiently handle charge sale transactions.

OTHER CLUSTER COMPETENCIES

814-Knowledge of/or Understanding that
815-Knowledge of/or Understanding that

Suggested Learning Activities

Set up a check-out counter in the classroom with a cash register, stamping machine, sales slips, and local tax tables. Put price tags on some merchandise. Then have students take turns being the cashier, while the others select merchandise and make credit card purchases.

References

LAP 16-889

Retailing Principles and Practices
Part 10

Retail Merchandising
Chapter 12

Retail Selling
Chapter 13

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective:

~~COMPREHEND THE EFFECT OF~~ C.O.D., LAY-AWAY AND CREDIT SALES TO SALES AND POTENTIAL SALES

GRM-23

11 What Does the Competent Marketing Employee Do?

834-Knowledge of/or Understanding that

Knowledge of the store's policies concerning will-call or lay-away.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

831-Knowledge of/or Understanding that

Suggested Learning Activities

Have six students demonstrate to the class how C.O.D. sales, lay-away sales, and installment credit sales are completed at their training station. It is best if two students explain one transaction. Also, the demonstration would be more effective if students used overhead transparencies.

References

LAP 17-834

Retail Merchandising
Chapter 5

Retail Selling
Chapters 11, and 30

Retailing Principles and Practices
Part 10

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective:

COMPREHEND THE EFFECT OF C.O.D., LAY-AWAY AND CREDIT SALES TO SALES AND POTENTIAL SALES

GRM-24

11 What Does the Competent Marketing Employee Do?

831-Knowledge of/or Understanding that

Knowledge of how to handle C.O.D. sales, lay-away sales, and installment credit sales.

OTHER CLUSTER COMPETENCIES

834-Knowledge of/or Understanding that

Suggested Learning Activities

Have students make an outline of the steps involved in handling C.O.D. sales, lay-away sales, and installment credit sales at their training station. Have students make about ten copies of their outline. Then the students should get into groups of two or three and compare outlines. Have the students change group members three times. Each group should be recording the comparisons on a master copy of their outline.

References

LAP 17-831

Retail Merchandising
Chapter 5

Retail Selling
Chapters 11, and 30

Retailing Principles and Practices
Part 10

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF CORRECTLY HANDLING RETURNED MERCHANDISE

GRM-25

11

What Does the Competent Marketing Employee Do?

817-Knowledge of/or Understanding that

Knowledge of the store's procedures for handling merchandise being returned by the customer for exchange, cash refund, or charge credit.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

879-Skill

Suggested Learning Activities

Have students interview a local merchant. The students should ask the merchant to describe the procedures used when merchandise is returned for an exchange, a cash refund, or a charge credit.

Have the students complete the following problem. "A customer has brought to you a cash register sales receipt for a $10.98 shirt. The customer wants to exchange the shirt for one of equal value. Do the required paperwork to complete the transaction.

Have students write up a paper on the way returns are handled at their training station.

Make an oral presentation comparing policies about returned merchandise in various stores.

References

LAP 19-817

Retailing Principles and Practices
Part 12

Retail Merchandising
Chapter 12

Customer Services
Chapter 5

Produce Merchandising
Assignment 12

Retailing Principles and Practices
Part 30
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF CORRECTLY HANDLING RETURNED MERCHANDISE

GRM-26

11

What Does the Competent Marketing Employee Do?

879-Skill

Ability to determine how to handle individual situations in which merchandise is being returned for exchange, cash refund or charge credit.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

817-Knowledge of/or Understanding that

Suggested Learning Activities

Have students interview a local merchant. The students should ask the merchant to describe the procedures used when merchandise is returned for an exchange, a cash refund, or a charge credit.

Have the students complete the following problem. "A customer has brought to you a cash register sales receipt for a $10.98 shirt. The customer wants to exchange the shirt for one of equal value. Do the required paperwork to complete the transaction.

Have students write up a paper on the way returns are handled at their training station.

Have students make an oral presentation comparing policies about returned merchandise in various stores.

References

LAP 19-879

Retailing Principles and Practices
Part 12

Retail Merchandising
Chapter 12

Customer Services
Chapter 5

Produce Merchandising
Assignment 12

Retailing Principles and Practices
Part 30
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective:

COMPREHEND THE EFFECT OF HOUSEKEEPING AND MERCHANDISE CARE

GRM-27

11 What Does the Competent Marketing Employee Do?

927-Attitude

Attitude that a customer's complaint is an excellent opportunity to build goodwill.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

940-Attitude
937-Attitude
823-Knowledge of/or Understanding that

Suggested Learning Activities

Have students complete the following case problem.
Case problem: Discuss the cause of the following situation and its affect on business. Also, what are your solutions to the problems. As a community-minded interest, your store has donated through a local charity organization, items of clothing that have minor defects which makes these items inappropriate to be sold. However, some of this merchandise has been coming back to the store for full cash refunds even though the people returning the merchandise received the items absolutely free. As a clerk in the store you must stop such returns realizing that the store plans to continue donating this merchandise.

Have a student role-play a situation where commissioned salespeople in the men's department have experienced a drastically high return on one item that is made from a doubleknit polyester fabric. One of the students should act as a salesperson who realizes that these complaints are very costly because the returned mercandise cannot be sent back to the manufacturer for an adjustment. This salesperson believes that one possible cause is that other salespeople are stressing a buyer benefit that the product

(Continued on following page.)

References

LAP 60-927

Fundamentals of Selling
Chapter 12, e

Basic Salesmanship
Chapter 7

Retailing Principles and Practices
Page 39
Part 12

Retail Selling
Pages 310-311

Retail Merchandising
Chapter 12, d
Page 229, 349

Basic Selling
Chapter 7,

Retailing Principles and Practices
Part 30
(7th edition, 1981 tentative)

Cluster Instructional Objective:

COMPREHEND THE EFFECT OF HOUSEKEEPING AND MERCHANDISE CARE
(Continued)

GRM-28

11 What Does the Competent Marketing Employee Do?

927-continued

Suggested Learning Activities

has not been able to meet. Therefore when the fabric becomes snagged, the customer finds it difficult to repair the item. The student acting as a salesperson should devise a role-play (using as many other students as necessary) to show how the problem would be handled to try to reduce the returns.

Have students read the section on "Information About the Consumer."

Have students make a list of complaints which are commonly heard at their training station. After each complaint, the students should identify at least one way in which goodwill could be achieved.

References

Cluster Instructional Objective:

COMPREHEND THE EFFECT OF HOUSEKEEPING AND MERCHANDISE CARE

GRM-29

11 What Does the Competent Marketing Employee Do?

928-Attitude

Attitude that good display of merchandise is a prime factor in developing a customer's interest.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

940-Attitude

Suggested Learning Activities

Take a small group of students with similar career interests to a local supermarket. Have the person in charge of displays explain to the students the psychology of display and why certain displays are located in certain sections of the store.

Set up a role-playing situation. You be a customer who is in a hurry and have a student be a clerk who is stocking a shelf in an area where there are free-standing can good displays. The isles in the store are crowded which makes pushing your cart somewhat difficult. Since you are in a hurry, you become upset because you cannot get up and down the aisles as quickly as you would like. You approach the clerk (student) about the difficulty you are having and abruptly ask why there are all these displays messing up the aisle and making it difficult to move about. The clerk (student) is to defend the grocery displays.

References

LAP 22-928

Modern Supermarket Operations
Chapter 17

Fundamentals of Selling
Chapter 14, d

Display Ideas for Supermarket
Chapter 1
Page 28

Stocking, Marking and Displaying
Assignment 1

Retailing Principles and Practices
Parts 17, and 36

Retailing Merchandising
Page 442

Grocery Merchandising
Assignment 3-8

Produce Merchandising
Assignment 8

Merchandising in Action

Selling

Cluster Instructional Objective: COMPREHEND THE EFFECT OF HOUSEKEEPING AND MERCHANDISE CARE

11 What Does the Competent Marketing Employee Do?

940-Attitude

Attitude that stocks which are kept tidy are a true asset during a sale.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

928-Attitude

Suggested Learning Activities

Have the students do an opinion survey on how customers feel about store appearance.

Discuss the importance of straightening cleaning and arranging stock in regard to store appearance.

References

Retailing Principles and Practices, Parts 19, 20, 21, 39, 44 (7th edition, 1981 tentative)

LAP 22-940

Food Distribution
Pages 39-41

Food Store Housekeeping
Assignment 1, a

Stocking, Marking and Displaying
Assignments 20, and 21

Produce Merchandising
Assignments 1, 2, 4-8, and 11

Buying Guide, The
Pages 1-15

Merchandising in Action

Grocery Merchandising
Assignments 4, and 12

Retail Merchandising
Chapter 9, d

Retailing Principles and Practices
Pages 15, [illegible], and 130

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF PROPER STOCK CARE

GRM-31

11

What Does the Competent Marketing Employee Do?

840-Knowledge of/or Understanding that

Knowledge of the housekeeping duties which must be performed in connection with proper stock care.

Common to
Wholesaling

Suggested Learning Activities

Have students visit with the manager of their training station to see how housekeeping functions are performed and the rationale behind why housekeeping is done. Then have students get into groups to discuss the different types of housekeeping procedures for the various training stations.

Have the students outline the procedure for the removal of damaged or broken stock from the floor. They should explain what their housekeeping responsibilities are as sales clerks. A brief report should be submitted.

Give students a form ruled similar to the one below.

Item	Description of correct method for shelving or stocking	Does this item need to be sorted into style, color, size, etc.

Have students select 10 items sold at their training station and complete the form. With the help of training sponsors, have students devise a check list of housekeeping duties which must be routinely performed at their training station.

References

LAP 23-840

Fundamentals of Selling
Chapter 12 d, e

Retail Merchandising
Chapters 9 and 11, b

Retail Selling
Chapters 6, and 16
Pages 68-73

Retailing Principles and Practices
Part 14

Retailing Principles and Practices
Parts 9, 20, 21
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective:

ABILITY TO RELATE WHY ORGANIZING STOCK IS NECESSARY FOR SUCCESSFUL SELLING

GRM-32

11

What Does the Competent Marketing Employee Do?

837-Knowledge of/or Understanding that

Knowledge of how to prepare or organize stock for accurate and fast counting during an inventory.

Common to
Wholesaling

Suggested Learning Activities

Have students prepare a report, outline, or floor drawing on how merchandise is divided according to major categories in a selling department.

Have students make a field observation of one department of a major business establishment. The students should list the major merchandise areas, specific merchandise included in each area and merchandise included around the major merchandise area.

Have students make an outline of the major stock areas in a department store, how merchandise is arranged, and what principle stock items can be displayed. Have students read the sections on "Taking a Physical Inventory" and "Stockkeeping."

References

LAP 25-837

Materials Handling
Part 32

Retail Selling
Chapter 16

Fundamentals of Selling
Chapter 12, d

Retailing Principles and Practices
Part 20
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE IMPORTANCE OF LOCATING AND ARRANGING RESERVE STOCK FOR QUICK CUSTOMERS SERVICE

11 What Does the Competent Marketing Employee Do?

881-Skill

Skill in determining the best location and arrangement of stock on the selling floor, in an understock or a reserve stock.

Common to
Food Marketing

Suggested Learning Activities

Give students a layout of a business with the aisles and storage area identified. Then ask the students to fill in the best stock locations on the selling floor. Also have students identify how the stock should be arranged. The students should compare their layouts with other students. Then students can submit their layout to you.

Have students draw a store layout. Then have the students focus on one department and determine the best location for this department and the arrangement of stock on the selling floor, in an understock or a reserve stock. The students can give a brief explanation of the layout rationale by discussing aspects as traffic patterns, buying habits, etc.

References

LAP 27-881

Fundamentals of Selling
Chapter 14, d, e

Retailing Principles and Practices
Unit 5

Display and Promotion

Stocking, Marking, and Displaying

Modern Supermarket Operations
Assignment 28

Produce Merchandising
Assignments 4, 6, and 8

Grocery Merchandising
Assignments 7, 11-13

Retailing Principles and Practices
Part 70
(7th edition, 1981 tentative)

Cluster Instructional Objective:

COMPREHEND THE EFFECT OF SUGGESTING MERCHANDISE FROM PROMOTIONS

11 What Does the Competent Marketing Employee Do?

826-Knowledge of/or Understanding that

Knowledge of department and merchandise locations within the store.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

877-Skill

Suggested Learning Activities

From selected readings, have students read and then discuss why it is important to know where the merchandise is located within the store.

Have students of the same career interest break into small groups. The groups should discuss the methods their training stations use for determining department and merchandise locations. The groups should also discuss the best location for the check-out stand and produce scales.

(Continued on following page.)

References

LAP 28-826

Basic Selling
(2nd edition)
Chapter 4

Retailing Principles and Practices
Parts 14, 32

Basic Salesmanship
Chapter 4

Creative Selling
Chapter 3
(1st edition)

Food Distribution
Page 7

Stocking, Marking, and Displaying
Assignment 23

Fundamentals of Selling
Chapters 3, 6

Produce Merchandising
Assignments 13, 14

Cluster Instructional Objective:

COMPREHEND THE EFFECT OF SUGGESTING MERCHANDISE FROM PROMOTIONS
(Continued)

GRM-35

11 What Does the Competent Marketing Employee Do?

826-Continued

Selling

Suggested Learning Activities

References

Grocery Merchandising
Assignments 2, 5, 13, 18, 19

Creative Selling
(2nd edition)
Chapter 3

Retailing Principles and Practices
Parts 20, 70
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE USE OF MERCHANDISE DISPLAYS IN CREATING INTEREST

GRM-36

11 What Does the Competent Marketing Employee Do?

805-Knowledge of/or Understanding that

Knowledge of the ways to show or display merchandise to create interest and desire in customers.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

894-Skill

NOTE:

877-Skill
printed on following page--36b

Suggested Learning Activities

Have students list the different types of displays used at their training station. Also, have the students determine why these types of displays were used. They should list the advantages and disadvantages of each type.

Arrange for a field trip to a local store. Have the display manager or the person in charge explain to the students what types of displays are used at the store and which ones have proven to be the most effective. Have the students take notes on the presentation, listing all the types of displays discussed.

Walk downtown, up one side of the block and down the other side. The students should rank the top three displays--most outstanding as #1, second most outstanding as #2, and third as #3. The students should also explain "why" these displays were ranked the most outstanding.

References

LAP 29-805

Basic Salesmanship
Chapter 6

Retail Selling
Chapter 22

Retail Merchandising
Chapter 11

Basic Selling
Chapter 6
(2nd edition)

Retailing Principles and Practices
Part 41
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF SUGGESTING MERCHANDISE FROM PROMOTIONS

GRM-36b

11

What Does the Competent Marketing Employee Do?

877-Skill

Ability to effectively suggest advertised merchandise from one's own department or other departments in the store that might satisfy the needs of the customer.

OTHER CLUSTER COMPETENCIES

826-Knowledge of/or Understanding that

Suggested Learning Activities

Have students write a brief evaluation on the different media their training station uses to serve the community.

Have students write down their system for remembering what merchandise is being advertised. Then students should compare their system with other students and discuss the differences. After they complete the discussion, the students should summarize and list all the ways that one can use for remembering what merchandise is being advertised.

References

LAP 28-877

Retail Selling
Chapter 29

Retail Merchandising
Chapter 13

Produce Merchandising
Assignments 12, 13

Grocery Merchandising
Assignment 2

Retailing Principles and Practices
Part 22 & 42
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective:

ABILITY TO RELATE THE USE OF MERCHANDISE DISPLAYS IN CREATING INTEREST

11 What Does the Competent Marketing Employee Do?

894-Skill

Skill in showing or displaying merchandise in a way that creates interest and desire in customers.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

805-Knowledge of/or Understanding that

NOTE:

869-Skill
printed on following page--37b

Suggested Learning Activities

Bring in examples of products. Display these products to the class in a negative fashion and have the students correct your errors. The students should identify effective display techniques.

In small groups have students prepare a list of "Do's and Dont's" for displaying merchandise. Have the group prepare either a mobile or a bulletin board summarizing their list of "do's and dont's."

Have students create a display in the classroom, school store or a display case around the school.

References

LAP 29-894

Food Distribution
Page 44

Front End Operations
Assignment 2

Modern Supermarket Operations
Chapter 17

Retail Selling
Chapters 6, 25, and 28
Page 215

Grocery Merchandising
Assignments 3-5, and 8

Produce Merchandising
Assignment 8

Retailing Principles and Practices
Unit 6

Retailing Principles and Practices, Part 41 (7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE GOOD SELLING TECHNIQUE IN APPROACHING THE CUSTOMER

GRM-37b

11 What Does the Competent Marketing Employee Do?

869-Skill

Skill in opening a sales conversation with a suitable statement or remark.

Additional Cluster Competencies

866-Skill

Suggested Learning Activities

Have students select three products that they sell at their training station. For each of the three products, have the students prepare five ways they could open a sales conversation.

Have students interview a salesperson at their training station or a local store to find out what type of greeting or approach the salesperson feels is most successful in serving customers, whether there is a greeting or approach that the salesperson tries to avoid, and how the salesperson feels about using the same greeting on all customers.

References

LAP 31-869

Retail Merchandising
Chapter 11

Basic Salesmanship
Chapter 5

Basic Selling
Chapter 5
(2nd edition)

Retail Principles and Practices
Part 22

Retailing Principles and Practices
Part 23
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE GOOD SELLING TECHNIQUE IN APPROACHING THE CUSTOMER

GRM-38

11 What Does the Competent Marketing Employee Do?

866-Skill

Skill in determing when to approach a customer to open a sale.

Additional Cluster Competencies

869-Skill

Suggested Learning Activities

Lecture on the difference between approaching a customer in a self-service and a full-service store. Then discuss with the students things they've noticed at their training stations about approaching customers.

Utilize a case problem dealing with the different customer approaches. Have students orally explain when they would approach the customer and what approach they would use. Two case problems that could be used follow:

Case Problem I:
A customer is looking at a line of merchandise. As you approach the customer, the customer moves away. A little while later you see the customer back looking at the same merchandise. How would you handle this situation?

Case Problem II:
You have noticed a regular customer, Mr. Williams, looking at some merchandise. You also remember that Mr. Williams and his family has just returned from vacation. How would you handle this situation?

References

LAP 31-866

Basic Salesmanship
Chapter 5

Basic Selling
Chapter 5
(2nd edition)

Fundamentals of Selling
Chapter 9

Retailing Principles and Practices
Part 7

Retailing Principles and Practices
Part 23
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE SALESPERSON'S PERSONALITY TO PRODUCT PRESENTATION

GRM-39

11 What Does the Competent Marketing Employee Do?

950-Attitude

An awareness that successful selling hinges on adequate product information, the customer's understanding, and the salesperson's personality.

Suggested Learning Activities

Prepare a tape recorded sales talk in which the salesperson has inadequate product knowledge, a poor personality, and the customer (the student) has difficulty understanding the salesperson. After listening to the tape recording, have the students discuss what could be done to improve the sales talk. Follow with a role-playing in which students incorporate their suggestions into a successful sales presentation. In small groups, have students prepare a recipe for the "Secret of Successful Selling." Read recipes submitted by the individual groups to the entire class.

References

LAP 33-950

Human Relations in Business
Chapter 5

Psychology and Human Relations in Marketing
Chapters 1, 8

Retailing Principles and Practices
Parts 7, 8, 9, 21, 23, 24, and 25

Retail Selling
Chapters 1, 17
Unit 2

Retail Merchandising
Chapter 11
Chapter 1, b

Human Relations in Marketing
Chapter 1, (2nd edition)

Retailing Principles and Practices
Part 22
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO RELATE PRODUCT KNOWLEDGE TO BUYER BENEFITS

11

What Does the Competent Marketing Employee Do?

931-Attitude

Attitude that basic product information is necessary to demonstrate good selling practices.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

827-Knowledge of/or Understanding that
822-Knowledge of/or Understanding that

Suggested Learning Activities

Have two students demonstrate (through role-playing) selling a product. Both students (acting as salesperson and customer) should know very little about the product. Have two other students demonstrate selling the same product. The student acting as the salesperson should know the basic product information. As a class, discuss the differences between the two situations.

Have students pick three products from their training station which are sold to customers quite frequently. Have the students write basic information necessary to effectively sell each product. Then students should observe how this information is used when they are selling the product to customers.

References

LAP 34-931

Retail Merchandising
Chapter 11

Retail Selling
Chapter 17

Fundamentals of Selling
Chapter 4

Grocery Merchandising
Assignments 2, and 20

Produce Merchandising
Assignments 3, 13-14

Basic Salesmanship
Chapter 4

Retailing Principles and Practices
Part 41
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE PRODUCT KNOWLEDGE TO BUYER BENEFITS

GRM-41

11

What Does the Competent Marketing Employee Do?

827-Knowledge of/or Understanding that

Knowledge of the selling features of products and/or services.

Common to Food Marketing

OTHER CLUSTER COMPETENCIES

931-Attitude
822-Knowledge of/or Understanding that

Selling

399

Suggested Learning Activities

Have students bring to class several products and have students list the selling features of each product.

Have students listen to a tape recorded sales talk. As they are listening to the recording, have the students list the selling features or services of the product being sold.

References

LAP 34-827

Advertising
Chapters 1, and 3

Display and Promotion
Chapter 1

Retail Merchandising
Chapter 13, a, c
Chapter 7, d

Fundamentals of Selling
Chapter 6

Retail Selling
Chapter 17

Retailing Principles and Practices
Parts 7, and 68

Display and Promotion
Chapter 1, (2nd edition)

Retailing Principles and Practices
Parts 22,41
(7th edition, 1981 tentative)

400

Cluster Instructional Objective: ABILITY TO RELATE PRODUCT KNOWLEDGE TO BUYER BENEFITS

GRM-42

11

What Does the Competent Marketing Employee Do?

822-Knowledge of/or Understanding that

Knowledge of how to translate product knowledge into customer benefits.

OTHER CLUSTER COMPETENCIES

827-Knowledge of/or Understanding that
931-Attitude

Suggested Learning Activities

Have the students in small groups analyze five products preparing a product analy sheet. A sample of the sheet can be found in "Basic Selling" or "Basic Salesmanship".

Role-play sales demonstrations having the students put product features into customer benefits.

References

LAP 34-822

Basic Selling
Chapter 4 (2nd edition)

Basic Salesmanship
Chapter 4

Retail Selling
Chapter 17

Creative Selling
Chapter 3 (2nd edition)

Fundamentals of Selling
Chapter 6

Retailing Principles and Practices
Part 42
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF PROVIDING PRODUCT INFORMATION

GRM-44

11

What Does the Competent Marketing Employee Do?

808-Knowledge of/or Understanding that

Knowledge of how to provide information about merchandise which will create desire or interest in customers.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

922-Attitude
925-Attitude

Suggested Learning Activities

Have students with the same general merchandising occupation get together to conduct a panel discussion on the importance of presenting product knowledge enthusiastically. In their discussion, encourage them to generate ideas on how to be enthusiastic when selling and talking about a product.

Have students listen to recordings of motivational speakers such as Earl Nightingale. Then discuss with the students the role enthusiasm plays in selling merchandise.

References

LAP 35-808

Basic Salesmanship
Chapter 5

Basic Selling
Chapter 5, (2nd edition)

Retailing Principles and Practices
Part 8

Produce Merchandising
Assignments 12-13

Grocery Merchandising
Assignment 2

Retailing Principles and Practices
Part 22
(7th edition, 1981 tentative)

11

What Does the Competent Marketing Employee Do?

922-Attitude

Strong interest in the merchandise or service being sold.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

808-Knowledge of/or Understanding that
925-Attitude

Suggested Learning Activities

Have students with the same general merchandising occupation get together to conduct a panel discussion on the importance of presenting product knowledge enthusiastically. In their discussion, encourage them to generate ideas on how to be enthusiastic when selling and talking about a product.

Have students listen to recordings of motivational speakers such as Earl Nightingale. Then discuss with the students the role enthusiasm plays in selling merchandise.

References

LAP 35-922

Basic Salesmanship
Chapter 5

Basic Selling
Chapter 5, (2nd edition)

Retailing Principles and Practices
Part 8

Produce Merchandising
Assignments 12-13

Grocery Merchandising
Assignment 2

Retailing Principles and Practices
Part 22
(7th edition, 1981 tentative)

What Does the Competent Marketing Employee Do?

925-Attitude

A feeling that genuine enthusiasm for merchandise during a sale will help create desire or interest in the customer.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

808-Knowledge of/or Understanding that
922-Attitude

Suggested Learning Activities

Have students with the same general merchandising occupation get together to conduct a panel discussion on the importance of presenting product knowledge enthusiastically. In their discussion, encourage them to generate ideas on how to be enthusiastic when selling and talking about a product.

Have students listen to recordings of motivational speakers such as Earl Nightingale. Then discuss with the students the role enthusiasm plays in selling merchandise.

References

LAP 35-925

Basic Salesmanship
Chapter 5

Retailing Principles and Practices
Part 8

Produce Merchandising
Assignments 12, 13

Grocery Merchandising
Assignment 2

Basic Selling
Chapter 5, (2nd edition)

Retailing Principles and Practices
Part 41
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE TIME NEEDED TO SELL CUSTOMERS TO EFFECTIVE SELLING TECHNIQUE

GRM-47

11 What Does the Competent Marketing Employee Do?

934-Attitude

Awareness that the amount of time needed to help one customer make a decision in purchasing an identical article may be double or triple that of another.

Suggested Learning Activities

For a one day period, have students keep a time log of the amount of time it takes customers to purchase one article sold by the student at their training station. If students can get other employees to participate, the data would be helpful. All students should bring their results to class and compare the results with other class members. You should discuss with the students the reasons for variances.

Divide the class into three or four groups. For each group have two students role-play; one student should act as the buyer and the other students should act as the salesperson. (All role-plays should take place at the same time.) Each group should be given a stop watch to time the role-play. When all are completed, have the group get together to discuss why the length of time varied in each instance.

References

LAP 36-934

Retailing Principles and Practices
Unit 3

Retail Merchandising
Chapter 6, a
Chapter 11

Fundamentals of Selling
Chapter 4

Retail Selling
Unit 4

Retailing Principles and Practices
Part 44
(7th edition, 1981 tentative)

Cluster Instructional Objective:

COMPREHEND THE EFFECT PROVIDING INFORMATION TO GOOD SELLING TECHNIQUES

GRM-48

11 What Does the Competent Marketing Employee Do?

920-Attitude

A feeling of sincere interest in customers and their problems.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

867-Skill

Suggested Learning Activities

Have students discuss how they would show interest in a customer for the following situation.

An out-of-state customer would like to make a large purchase from the store where you work. However, your store policy is to not accept checks from out-of-state banks. The customer carries no major credit cards. How would you show interest in this customer?

Brainstorm a list of ways salespeople can demonstrate their interest in customers.

References

LAP 39-920

Retail Merchandising
Chapter 11

Retail Selling
Chapter 20

Retailing Principles and Practices
Part 7

Produce Merchandising
Assignments 12, 13

Grocery Merchandising
Assignment 2

Retailing Principles and Practices
Part 23, 24
(7th edition, 1981 tentative)

Cluster Instructional Objective:

COMPREHEND THE EFFECT PROVIDING INFORMATION TO GOOD SELLING TECHNIQUES

GRM-49

11

What Does the Competent Marketing Employee Do?

867-Skill

Skill in showing a genuine interest in the customer's problem.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

920-Attitude

Suggested Learning Activities

Have students divide into small groups to brainstorm the topic "The Services That Customers Demand." Each group should report their conclusions to the class.

Lecture and then discuss with the class the topic of "Customer Demands."

Develop games that emphasizes listening. Give the 10 items of instruction and see how many they can repeat or do. Start out with three and then increase to 10. Develop a nonverbal game to see if the salesperson (student) could determine the customers' needs by their actions. This could be done by role-playing with the "customers" using body language. Have the students interpret the language.

References

LAP 39-867

Basic Salesmanship
Chapter 5

Produce Merchandising
Assignments 12, 13

Grocery Merchandising
Assignment 2

Basic Selling
Chapter 5, (2nd edition)

Retailing Principles and Practices
Part 23, 24, 41
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF USING BUYER BENEFITS AS PART OF THE SELLING PROCESS

GRM-50

11

What Does the Competent Marketing Employee Do?

870-Skill

Skill in determining customer wants during a sale.

OTHER CLUSTER COMPETENCIES

873-Skill
949-Attitude

Suggested Learning Activities

Have students select three products or services. Then students can list all the benefits they can recall for each product.

Have students select a product sold at their training station and prepare a five-minute sales demonstration. Have the students select another student to be the customer. Then the student will try to sell the product to the customer, stressing the benefits the customer would obtain from purchasing the product.

References

LAP 40-870

Retail Selling
Chapters 21, 22

Basic Salesmanship
Chapter 5

Fundamentals of Selling
Chapter 4

Basic Selling
Chapter 5, (2nd edition)

Retailing Principles and Practices
Part 42
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF USING BUYER BENEFITS AS PART OF THE SELLING PROCESS

GRM-51

11

What Does the Competent Marketing Employee Do?

873-Skill

Skill in relating merchandise benefits to a customer's needs when talking about it.

OTHER CLUSTER COMPETENCIES

870-Skill
949-Attitude

Suggested Learning Activities

Have students prepare a mime sales demonstration showing their ability to relate benefits to customers needs and wants.

Have students evaluate a sales presentation in an actual situation.

References

LAP 40-873

Retail Selling
Chapters 21, 22

Basic Salesmanship
Chapter 5

Fundamentals of Selling
Chapter 4

Basic Selling
Chapter 5, (2nd edition)

Retailing Principles and Practices
Part 42
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF USING BUYER BENEFITS AS PART OF THE SELLING

GRM-52

11 What Does the Competent Marketing Employee Do?

949-Attitude

An awareness that people usually do not buy merchandise itself; rather, they buy merchandise benefits.

OTHER CLUSTER COMPETENCIES

873-Skill
870-Skill

Selling

Suggested Learning Activities

Have students bring in three products and list all the features of the products with corresponding customer benefits.

Have the student be prepared to do a sales demonstration on one of the products.

References

LAP 40-949

Retail Selling
Chapters 21, 22

Basic Salesmanship
Chapter 5

Fundamentals of Selling
Chapter 4

Basic Selling
(2nd edition)
Chapter 5

Retailing Principles and Practices
Part 43
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE IMPORTANCE OF ASSISTING THE BUYER IN MAKING A BUYING DECISION

GRM-53

11 What Does the Competent Marketing Employee Do?

842-Knowledge of/or Understanding that

Understanding that a combination of seeing, hearing, and participation on the part of the customer helps strengthen a sales presentation.

OTHER CLUSTER COMPETENCIES

872-Skill
868-Skill

Selling

Suggested Learning Activities

Lecture and discuss with the students the importance of having the customer become involved in a sales presentation through the use of seeing, hearing, and touching. Then give the students several products and have them write sentences as to how they would get the customer involved (to participate) in the demonstration.

From selected readings, have students determine how to get the customer involved in a sales presentation through the use of seeing, hearing, or some form of participation. Then have the students select three products and write sentences as to how they would get the customer to participate in the demonstration.

Select five products. Have the students get into groups and brainstorm how they would get the customer to participate in the sales demonstration for each of the products. One student from the group should list the idea on the chalkboard or record the information so it can be duplicated and distributed to the class.

References

LAP 41-842

Modern Supermarket Operation
Assignments 3, 30

Communications in Marketing
Chapters 1, 2

Creative Selling
Chapter 3

Basic Salesmanship
Chapters 2, 3

Retailing Principles and Practices
Unit 3

Communications in Marketing
(2nd edition)
Chapters 1, 2

Creative Selling
(2nd edition)
Chapter 3

Basic Selling
(2nd edition)
Chapters 2

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF ASSISTING THE BUYER IN MAKING A BUYING DECISION

GRM-54

Selling

11

What Does the Competent Marketing Employee Do?

873-Skill

Skill in listening for indications regarding the prices a customer wants to pay during a sale.

OTHER CLUSTER COMPETENCIES

868-Skill
842-Skill

Suggested Learning Activities

Have students brainstorm the ways customers give price indications to sales persons. Have the students make a list. After developing the list the students can observe at least three sales and compare how the salesperson determined their prospect's attitude toward price.

Role-play situations where one student plays the salesman and the others play customers reacting to the price information.

References

LAP 41-873

Basic Selling
Chapter 7 (2nd edition)

Basic Salesmanship
Chapter 7

Communications in Marketing
Chapter 2 (2nd edition)

Retailing Principles and Practices
Part 41
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE IMPORTANCE OF ASSISTING THE BUYER IN MAKING A BUYING DECISION

GRM-55

11 What Does the Competent Marketing Employee Do?

868-Skill

Skill in determining where the customer is in his thinking and proceeding to assist him through the remaining decisions in the buying process.

OTHER CLUSTER COMPETENCIES

872-Skill
842-Skill

Suggested Learning Activities

Discuss the parts of the sale and how to determine what stage the customer is in. Have students observe three different sales and compare the techniques used by the salesperson to determine where the customer was in his thinking.

Role-play sales situations having the students take turns playing the customer and the salesperson. Evaluation should be on how effectively the student determines where the customer was in his thinking.

References

LAP 41-868

Basic Selling
Chapter 3 (2nd edition)

Basic Salesmanship
Chapter 3

Retail Selling
Chapters 19, and 21

Fundamentals of Selling
Chapter 4

Retailing Principles and Practices
Part 25

Retailing Principles and Practices
Part 41
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF JUDGING CUSTOMER REACTIONS

CRM-56

Selling

11 What Does the Competent Marketing Employee Do?

885-Skill

Ability to provide customers "facts and benefits" with discretion, analyzing and judging their reactions.

Common to
Food Marketing

Suggested Learning Activities

Have students list "facts and benefits" of three items from their training station. The students should bring the list to class and get together with another student. Each student will present the facts and benefits of each item to the other student. The student who is presenting the item should analyze and judge their partner's reactions. The student's reactions should be recorded on the same sheet--opposite the facts and benefits. Each student's results should be turned in to you.

Discuss actual experiences with students that either you or the students have encountered. Emphasize the meaning of discretion.

Have students pick one item from their training station and list facts and benefits about the item. During the next week they are to try to present these facts and benefits to at least one customer at their training station. Then the students should write a one to two page report on their experience.

References

LAP 42-885

Fundamentals of Selling
Chapter 4

Basic Salesmanship
Chapter 5

Retail Selling
Chapters 21, 22

Produce Merchandising
Assignments 12, 13

Grocery Merchandising
Assignment 2

Basic Selling
(2nd edition)
Chapter 5

Retailing Principles and Practices
Part 41
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF TREATING EACH CUSTOMER AS AN INDIVIDUAL

GRM-57

11 What Does the Competent Marketing Employee Do?

810-Knowledge of or Understanding that

Knowledge of how to handle individual differences in customers.

Common to
Food Marketing

897-Skill
918-Attitude

Suggested Learning Activities

Select three students to list the three most important features that they look for in an article that they are thinking about purchasing. Have them write these three features down on a piece of paper. Then list these features on the board for the class. Ask the remainder of the class to think of ways in which these features can (a) be identified by the salesperson as being important to the customer and (b) what type of sales talk would be appropriate for those features.

Select two or three articles that could be sold. Then ask the students to identify several selling features of each article. Write the list on the board. After a list for each article has been determined, then have the students decide if that feature could be classified as an emotional feature or a rational feature. When all of the features have been classified, then select several from each category and determine how those features can be brought into a sales presentation. Role play several features if possible.

References

LAP 43-810

Produce Merchandising
Assignments 12, 13

Grocery Merchandising
Assignment 2

Retail Merchandising
Chapter 11

Retail Selling
Chapter 20

Retailing Principles and Practices
Part 7

Retailing Principles and Practices
Part 44
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF TREATING EACH CUSTOMER AS AN INDIVIDUAL

GRM-58

Selling

11

What Does the Competent Marketing Employee Do?

897-Skill

Ability to tactfully handle difficult customers.

Common to
Food Marketing

Other Cluster Competencies

810-Knowledge of or Understanding that
918-Attitude

Suggested Learning Activities

Prepare a sales demonstration and present it to three different students who will portray the customer. Evaluate the customer and compare the three customers' questions, reactions and rationale for buying. Then discuss the findings with the three students as a group.

Discuss customers' moods (1) impulsive, (2) deliberate, (3) undecided, (4) decided, (5) friendly, (6) silent. Have students write a report on how to handle the various types of customers.

Have a training sponsor in as a guest speaker to discuss policies and procedures for handling difficult customers.

References

LAP 43-897

Produce Merchandising
Assignments 12, 13

Grocery Merchandising
Assignment 2

Retail Merchandising
Chapter 11

Retail Selling
Chapter 20

Retailing Principles and Practices
Part 7

Retailing Principles and Practices
Parts 14, 34, 44
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF TREATING EACH CUSTOMER AS AN INDIVIDUAL

GRM-59

11

What Does the Competent Marketing Employee Do?

918-Attitude

A feeling that each customer is an "individual."

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

897- Skill
810- Knowledge of or Understanding that

Suggested Learning Activities

Small group discussion on:
1. How customers are different.
2. The reasons for handling each customer as an individual.

Have one member in the group bring in a product to use as an example. Have the groups report their conclusions.

Prepare a sales demonstration and present it to three different students who will portray the customers. Evaluate the customers' and compare the three customer's questions, reactions, and rationale for buying. Then discuss the findings with the three students as a group.

Have students study the situations below and write questions that they would use to gain an understanding of the customer and the customer's need for assistance.

A. A lady enters your department and says, "I am looking for a gift for a friend."
B. A young man approaches you and says, "I would like (fill in with appropriate product per student's occupation area)."
C. An elderly man enters your department and asks for (fill in with appropriate product per student's occupation area)."

References

LAP 43-918

Produce Merchandising
Assignments 12, and 13

Grocery Merchandising
Assignment 2

Retail Merchandising
Chapter 11

Retail Selling
Chapter 20

Retailing Principles and Practices
Part 7

Retailing Principles and Practices
Part 44
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE EFFECT OF ADDING VALUE TO MERCHANDISE

GRM-60

11

What Does the Competent Marketing Employee Do?

843-Knowledge of/or Understanding that

Knowledge that effectively handling merchandise builds respect for the goods in the customer's mind and helps to emphasize value.

Common to
Food Marketing

Suggested Learning Activities

Bring in examples of different types of goods and have students practice effectively handling the goods.

Given a list of products, such as glassware, toys, vacuum cleaner, jewelry, determine how each should be handled.

References

LAP 44-843

Retailing Principles and Practices
Chapter 8

Retail Selling
Chapter 22

Retail Merchandising
Chapter 11

Fundamentals of Selling
Chapter 9

Retailing Principles and Practices
Part 43
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective:

ABILITY TO RELATE THE IMPORTANCE OF GETTING MERCHANDISE INTO THE CUSTOMER'S HANDS

GRM-61

11

What Does the Competent Marketing Employee Do?

807-Knowledge of/or Understanding that

Knowledge of how to get merchandise into the customer's hands to create desire and attachment to the item.

Suggested Learning Activities

Have students get into groups and select a recorder. The group should discuss different techniques to get merchandise into the customer's hands to create desire and attachment to the item. The recorder should prepare a list of techniques and turn in the list from the group to you.

Set up a role-playing situation where a salesperson is trying to get merchandise into the customer's hands. Have the students doing the role-play select a product of their choice.

Have students evaluate the situations and discuss any possible ways to improve.

References

LAP 45-807

Basic Salesmanship
Chapters 2, and 6

Creative Selling
Chapter 3

Retail Selling
Chapter 22

Fundamentals of Selling
Chapter 9

Retailing Principles and Practices
Part 7, 8, and 9

Basic Selling
Chapters 2, and 6
(2nd edition)

Retailing Principles and Practices
Part 42
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: COMPREHEND THE EFFECT OF CREATING CUSTOMER DESIRE

GRM-62

11

What Does the Competent Marketing Employee Do?

806-Knowledge of/or Understanding that

Knowledge of the ways to demonstrate merchandise to create interest and desire in customers.

Common to Food Marketing

Other Cluster Competencies

892-Skill

Suggested Learning Activities

Have students read one of the following texts, have them take notes on selected material as they read it and then turn the notes in.

Select a panel of students to discuss appraising and discussing ways to demonstrate merchandise.

Utilize a buzz session on ways to demonstrate merchandise and to create interest and desire in customers. Then explore each one mentioned in detail.

Invite in a Fund Raiser Salesperson and observe his/her techniques in creating interest and desire in customer through his/her presentation.

References

LAP 46-806

Basic Salesmanship
Chapters 2, 6

Creative Selling
Chapter 3

Retail Selling
Chapter 22

Fundamentals of Selling
Chapter 9

Retailing Principles and Practices
Part 7, 8, and 9

Retailing Principles and Practices
Part 41
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: COMPREHEND THE EFFECT OF CREATING CUSTOMER DESIRE

GRM-63

11

What Does the Competent Marketing Employee Do?

893-Skill

Skill in demonstrating merchandise in the ways it may be used by the customer.

OTHER CLUSTER COMPETENCIES

806-Knowledge of/or Understanding that

Suggested Learning Activities

Have students bring to class a product sold at their training station. Then have students demonstrate the ways in which this product can be used. After all students have demonstrated their product, identify which product can be used in the greatest variety of ways.

Have students select 10 products sold at their training station. Have the students list these products on a sheet of paper. After each product, students should list the ways in which the product can be used by customers.

References

LAP 46-893

Retail Selling
Chapter 22

Fundamentals of Selling
Chapter 9, d

Retail Merchandising
Chapter 11

Retailing Principles and Practices
Unit 3

Creative Selling
Chapter 3

Retailing Principles and Practices
Part 41
(7th edition, 1981 tentative)

Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF BUILDING CUSTOMER LOYALTY

GRM-64

11 Selling

What Does the Competent Marketing Employee Do?

828-Knowledge of/or Understanding that

Knowledge that customer loyalty can be built with timely merchandise and friendly service.

Common to
Food Marketing

Suggested Learning Activities

Have students prepare a bulletin board on the importance of friendly service.

Invite a panel of business persons to discuss with the class why customer loyalty, timely merchandise, and friendly service are important to the successful operation of a business.

Have students interview five persons with whom they are acquainted to find out why these people shop at one particular store. Have students identify what are the store's strongest and weakest qualities.

Have students make a list of customer courtesies practiced at their training station. Then have students identify customer courtesies they like to see when they are shopping.

Have students make a list of stores in town that they go to because they know they will get friendly service.

References

LAP 47-828

Produce Merchandising
Assignments 12, 13

Grocery Merchandising
Assignments 4, 6, 20, 21

Human Relations in Business
Chapter 5

Retail Merchandising
Chapter 5

Retail Selling
Chapter 30

Retailing Principles and Practices
Part 63
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF PROPER TREATMENT OF CUSTOMERS

GRM-65

11

What Does the Competent Marketing Employee Do?

899-Skill

Ability to serve customers in the manner or style that management desires.

Common To
Food Marketing

Other Cluster Competencies

880-Skill
932-Attitude

Suggested Learning Activities

Discuss with the class the following case problems:

1. You work in a department of a completely self-service store. A customer enters and you can tell the customer is trying to decide which item to buy. Explain how you would serve that customer.

2. The same customer as in Case #1 enters a full-service store where you work. Explain how the customer would be served compared to a self-service store.

On a sheet of paper have students list three stores that attract different types of customers. Have students describe the types of customers that shop in each store, the reasons they think this type of person is attracted to the store, and how they would serve the customers in the different stores.

References

LAP 48-899

Produce Merchandising
Assignments 12, 13

Grocery Merchandising
Assignment 2

Retailing Principles and Practices
Part 31

Retailing Principles and Practices
Parts 13, 53
(7th edition, 1981 tentative)

Retail Selling
Chapter 18

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF PROPER TREATMENT OF CUSTOMERS

GRM-66

Selling

11

What Does the Competent Marketing Employee Do?

880-Skill

Ability to treat customers with courtesy even though they don't buy in hope that they will return at some future date.

Common to
Food Marketing

Other Cluster Competencies

895-Skill
932-Attitude

Suggested Learning Activities

Have the students discuss each situation below where a customer doesn't buy, describe how a salesman can use courtesy to encourage the customer to return to the store.

1. A customer asks for a product that your store doesn't carry.
2. The customer doesn't buy because you can't answer his questions.
3. The price is higher than the customer wants to pay.

References

LAP 48-880

Produce Merchandising
Assignments 12, 13

Grocery Merchandising
Assignment 2

Retail Selling
Chapter 18

Retail Merchandising
Chapter 5

Retailing Principles and Practices
Part 31

Retailing Principles and Practices
Part 24
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF PROPER TREATMENT OF CUSTOMERS

GRM-67

11 What Does the Competent Marketing Employee Do?

932-Attitude

Attitude that sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.

Common to
Food Marketing

Other Cluster Competencies

880-Skill
899-Skill

Selling

Suggested Learning Activities

Have students obtain a copy of their store manual from their training station. The students should read the sections that deal with handling customers. Then students can write a short summary of the policies indicating how they as a clerk would treat a customer in the store. If you want to expand this activity, you could have students identify corrections or additions that should be made to the manual. Or, this could be done as a separate exercise.

Have several students present a panel discussion on the importance of understanding a firm's policies in order to effectively serve customers.

References

LAP 48-932

Grocery Merchandising
Pages 1-4

Produce Merchandising
Pages 1-4

Marketing in Action
Chapter 11, 8

Fundamentals of Selling
Chapter 7

Retailing Principles and Practices
Part 4

Retail Merchandising
Chapter 3

Retailing Principles and Practices
Part 13
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE METHODS OF HANDLING OBJECTIONS

GRM-68

Selling

11

What Does the Competent Marketing Employee Do?

874-Skill

Skill in sensing a customer's objections and handling them as effectively as possible.

Common to
Food Marketing

Other Cluster Competencies

826-Attitude

Suggested Learning Activities

For each of the following statements have students indicate how the objection might be handled:

1. The price is too high.
2. I'm not interested.
3. I don't need it.
4. I want to wait.
5. I'd like to consult my husband.
6. I'm just looking, thank you.
7. I don't know anything about this particular brand.

Have students select a produce sold at their training station and list all the reasons for not buying that product. Then the students should develop a method for handling that objection.

References

LAP 49-874

Basic Salesmanship
Chapter 7, (2nd edition)

Retail Selling
Chapter 23

Fundamentals of Selling
Chapter 10

Retailing Principles and Practices
Part 20

Produce Merchandising
Assignments 12, 13

Grocery Merchandising
Assignment 2

Retailing Principles and Practices
Part 41
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE METHODS OF HANDLING OBJECTIONS

CRM-69

11 What Does the Competent Marketing Employee Do?

926-Attitude

Attitude that customers' objections must be handled and overcome with respect.

Common to Food Marketing

Other Cluster Competencies

874-Skill

Suggested Learning Activities

Develop a list of objections commonly associated with three specific products. For each objection, write down how each objection would be handled.

Given a role playing situation with customer objections, the student will respond by overcoming the customer's objection in a respectful manner.

Visit a local business and have a salesperson demonstrate a product in which you are interested. Present the salesperson with objections and record how each objection was handled. Report your findings to the class.

References

LAP 49-926

Retail Selling
Part 23

Fundamentals of Selling
Chapter 10

Retailing Principles and Practices
Part 26

Retailing Principles and Practices
Part 42
(7th edition, 1981 tentative)

11 What Does the Competent Marketing Employee Do?

891-Skill

Skill in helping a customer make a buying decision.

Common to
Food Marketing

Suggested Learning Activities

Have the class brainstorm a list of ways in which sales people can help customers make buying decisions.

Have two students role-play the following situation while the balance of the class observes. Have one student assume the role of a salesperson and another student assume the role of an indecisive customer. Have the salesperson try to help the customer make a decision. Then have the class discuss the effectiveness of the salesperson.

References

LAP 50-891

Retailing Principles and Practices
Unit 3

Fundamentals of Selling
Chapters 9, 10

Retail Merchandising
Chapter 11

Retail Selling
Unit 4

Modern Supermarket Operation
Chapter 5

Front End Operations
Assignment 3

Produce Merchandising
Assignments 12, and 13

Grocery Merchandising
Assignment 2

Retailing Principles and Practices
Parts 23, 41, 42
(7th edition, 1981 tentative)

Cluster Instructional Objective:

ABILITY TO VALUE THE ART OF LISTENING IN ORDER TO COMPLETE A SALE

GRM-71

11

What Does the Competent Marketing Employee Do?

884-Skill

Ability to question, observe, and listen in order to complete a successful sale.

Common to Food Marketing

Suggested Learning Activities

Give a presentation to the students on listening techniques necessary for selling. Use various illustrations on why it is important for the salesperson to listen to the customer and how to listen without losing the sale or one's train of thought.

Demonstrate to the students how to question, observe, and listen in order to complete a successful sale. Demonstrate the "funnel technique" in questioning--meaning to start out with broad questions and to narrow down to the final item.

Have the students play some form of a listening game. One type of listening game is to divide the class into two teams and for each member to take position on the team; first position, second position, etc. Then you say a phrase to the first student, who in turn repeats it to the second student, and so on through the last student. Then you have the last student on each team recite the phrase aloud to see who comes closest to the original phrase. Then discuss with the class why it is important to listen in order to complete a successful sale. (This activity can be done by telling the first student of each team a short story.)

References

LAP 51-884

Modern Supermarket Operation
Assignments 3, and 30

Communications in Marketing
Chapters 1, and 2

Creative Selling
Chapter 3

Basic Salesmanship
Chapters 2, and 3

Retailing Principles and Practices
Unit 3

Produce Merchandising
Pages 1-4
Assignments 12, and 13

Grocery Merchandising
Pages 1-4
Assignment 2

Retailing Principles and Practices
Part 41
(7th edition tentative) 1981

Cluster Instructional Objective:

ABILITY TO INCREASE SALES BY SUGGESTING RELATED, ACCESSORY, AND LARGER QUANTITY ITEMS

GRM-79

11

What Does the Competent Marketing Employee Do?

875-Skill

Skill in suggesting larger quantities, related goods, and additional goods in an effort to increase the average sale.

Suggested Learning Activities

Have a small group discuss problems one may encounter when suggesting additional merchandise to customers. Then the group should identify successful techniques that can be used to make a "suggestion sale."

Have the group tape record their session and submit the tape to you.

Have a role play where one student is the customer and the other student is the salesperson. Have the two students demonstrate ways in which larger quantities, etc. can be suggested to customers in an effort to increase sales. Have the balance of the class observe the role play. After the role play, have the class evaluate the sales techniques used in the presentation.

References

LAP 59-875

Retailing Principles and Practices
Part 27

Fundamentals of Selling
Chapter 10, a, d, e

Creative Selling
Page 40

Retail Selling
Chapter 25

Grocery Merchandising
Pages 1-4

Produce Merchandising
Pages 1-4

Retailing Principles and Practices
Part 42
(7th edition, 1981 tentative)

Selling

11 What Does the Competent Marketing Employee Do?

809 Continued

Suggested Learning Activities

C. A wholesale hardware salesperson has just completed a sale of a line of tools to a retail dealer. He remarks, "I suppose you have plenty of nails in assorted sizes."

D. A grocery clerk shows the customer where the frozen turkeys are during the holiday season.

References

Cluster Instructional Objective:

ABILITY TO INCREASE SALES BY SUGGESTING RELATED, ACCESSORY, AND LARGER QUANTITY ITEMS

GRM-77

11 What Does the Competent Marketing Employee Do?

809-Knowledge of and Understanding that

Knowledge of how to suggest related items, accessory items, or larger quantities to customers in order to increase the amount of the sale.

Common to Food Marketing

Suggested Learning Activities

Have students pick one or two special items to suggest to every customer during the day. This should be an item that most customers would probably need. Have the students keep two totals of the daily sales.

(1) A total of what the customer requested (the original item the customer came into the store for).
(2) A total of what you sold through "suggestion selling."

Have students complete the following case problems:

Case Problem

Study the following sales situations and indicate how they could have been improved upon

A. A customer asks to see the suits advertised at $35. The salesperson says, "I can show you those suits, but I'm sure you'd like these suits at $50 better. They're a real value."

B. A customer purchases a shirt. The salesperson says, "May I show you a tie to match the shirt?"

Continued on next page

References

LAP 59-809

Retail Merchandising
Chapter 11

Retail Selling
Chapter 25

Fundamentals of Selling
Chapter 9

Produce Merchandising
Assignments 12, 13

Grocery Merchandising
Assignment 2

Retailing Princples and Practices
Part 27

Retailing Principles and Practices
Part 42
(7th edition, 1981 tentative)

11 What Does the Competent Marketing Employee Do?

871-Skill

Skill in suggesting to customers items of merchandise or services that can be substituted for the unavailable or desired ones.

Common to
Food Marketing

Suggested Learning Activities

Have students select three products or services offered at their training station. Then for each product or service, the student should list substitutions which could be suggested when that product or service is unavailable.

Have students role-play a situation where one student assumes the role of salesclerk and another student assumes the role of customer. Have the customer enter the store and ask for an item which is unavailable (out of stock). Have the balance of the class observe the responses of the salesclerk. After the role-play, the class should discuss the salesclerk's strong and weak points.

References

LAP 58-871

Retailing Principles and Practices
Part 25

Fundamentals of Selling
Chapter 9

Produce merchandising
Assignments 12, 13

Grocery Merchandising
Assignment 2

Retailing Principles and Practices
Part 24
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO INCREASE SALES BY USING SUGGESTIONS

GRM-75

11 What Does the Competent Marketing Employee Do?

929-Attitude

Attitude that suggestion selling is a service to the customer and also increases volume and profits.

Common to
Food Marketing

Suggested Learning Activities

Assign readings to the students from several sources. Have students outline the basic ideas they learned from the readings.

While discussing "suggestion selling" with students, let them relate experiences from their training stations.

Discuss the value of suggestive selling to:
A. The Customer
B. The Business
C. The Salesperson

Have students give five examples of suggestive selling using either a related or an unrelated item.

References

LAP 56-929

Retail Merchandising
Chapter 11

Retail Selling
Chapter 25

Fundamentals of Selling
Chapter 9

Retailing Principles and Practices
Part 27

Retailing Principles and Practices
Part 42
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE WHEN AND HOW TO CLOSE A SALE

GRM-74

11 What Does the Competent Marketing Employee Do?

876-Skill

Skill in closing a sale with a statement to the occasion or the season.

OTHER CLUSTER COMPETENCIES

895-Skill
820-Knowledge of/or Understanding that

Suggested Learning Activities

Have students list typical closes for occasions and seasons. Discuss the effectiveness of the close and why it is important to close with an appropriate statement for the season.

References

LAP 52-876

Fundamentals of Selling
Chapter 10

Retail Merchandising
Chapter 11

Retail Selling
Chapter 24

Retailing Principles and Practices
Part 9

Basic Salesmanship
Pages 95-98

Retailing Principles and Practices
Part 42
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO RELATE WHEN AND HOW TO CLOSE A SALE

11 What Does the Competent Marketing Employee Do?

820-Knowledge of/or Understanding that

Knowledge of the ways to determine how and when to close a sale.

OTHER CLUSTER COMPETENCIES

895-Skill
876-Skill

Suggested Learning Activities

Have students divide into groups of four to devise role-playing situations which demonstrate the various ways to determine how and when to close a sale. Then have the group role-play for the class their best situation. The class should discuss and comment on each role-play.

Discuss buying signals. Have students list several to watch for.

References

LAP 52-820

Retailing Principles and Practices
Part 9

Retail Selling
Chapter 24

Fundamentals of Selling
Chapter 10

Retailing Principles and Practices
Part 42
(7th edition, 1981 tentative)

11 What Does the Competent Marketing Employee Do?

895-Skill

Skill in determining when and how to close a sale.

OTHER CLUSTER COMPETENCIES

820-Knowledge of/or Understanding that
876-Skill

Suggested Learning Activities

Have a blank overhead transparency. Ask the class to name ways to determine how and when to close a sale. Write their points on the overhead transparency.

As a homework assignment, have students write from their experiences the different ways sales people have closed sales. The next day have the class discuss their experiences.

Give students a list of products and have them develop closing statements. Example: A television set. Would you like to have this television set delivered?
Have the students interview 4 salespeople on closing techniques used during the sale. The students should turn in a list of methods and techniques for closing.

Divide the students into small groups according to their career interests. Have them discuss the goals of closing for their particular career.

Role-play sales demonstrations observing students' closing techniques.

References

LAP 52-895

Retailing Principles and Practices
Part 9

Retail Selling
Chapter 24

Fundamentals of Selling
Chapter 10

Retail Merchandising
Chapter 11

Basic Selling
Chapter 8, (2nd edition)

Basic Salesmanship
Chapter 8

Creative Selling
Chapter 3, (2nd edition)

Retailing Principles and Practices
Part 42
(7th edition, 1981 tentative)

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF HANDLING CUSTOMER COMPLAINTS

GRM-80

11

What Does the Competent Marketing Employee Do?

823-Knowledge of/or Understanding that

Knowledge of the ways to handle customer complaints according to store policy.

Common to
Food Marketing

Other Cluster Competencies

927-Attitude
937-Attitude

Suggested Learning Activities

Have two students perform a role-playing situation where one student acts as a salesperson and the other student acts as a customer. The customer will enter the store and approach the salesperson with a complaint about one of the store's merchandise or about one of the store's policies. The salesperson must diplomatically handle the complaint so goodwill will be rebuilt between this customer and the store.

Have students find out the general policies for handling customer complaints at their training stations. Have students compare procedures used.

References

LAP 60-823

Relations in Business
Chapter 5

Customer Services
Chapter 5

Produce Merchandising
Assignment 12

Retailing Principles and Practices
Parts 13, 30
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: UNDERSTAND HOW TO BEST ARRANGE MERCHANDISE FOR SELLING

GRM-81

11 What Does the Competent Marketing Employee Do?

838-Knowledge of/or Understanding that

Knowledge of how to arrange stock in a selling department by color, size, price, and style.

Suggested Learning Activities

Have the students interview three managers to determine what criteria was used to arrange the merchandise on the selling floor. A report should be submitted to you for class discussion.

In small groups have the students develop a list on criteria to be used when arranging stock. Discuss their list. Then have the students evaluate three different store's merchandise arrangement and discuss their reactions.

Have the students (in teams) arrange the merchandise in the school store and explain why they arranged it that way.

Have the students list eight or more items that are arranged by color, size, style, price or brand. Discuss which method of arrangement is used for each item and the reasons why.

References

LAP 24-838

Retail Merchandising
Chapter 3, d

Retailing Principles and Practices
Part 32

Retailing Principles and Practices
Part 20
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF HANDLING CUSTOMER COMPLAINTS

GRH-82

11

What Does the Competent Marketing Employee Do?

937-Attitude

Attitude that the customer--by his/her very act of complaining--is giving the store an opportunity to correct a possible fault in its operation.

Common to
Food Marketing

Other Cluster Competencies

927-Attitude
823-Knowledge of or Understanding that

Suggested Learning Activities

Have the students read one of the references and interview a store manager to determine the use of customer complaints. Have the students write or orally report their findings answering the following questions:

A. Reasons for complaints
B. How to handle
C. Possible ways to evaluate complaints
D. How they can be used to correct store operations

References

LAP 60-937

Relations in Business
Chapter 5

Customer Services
Chapter 5

Produce Merchandising
Assignment 12

Retailing Principles and Practices
Part 30
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF MAINTAINING SHELVES AND DISPLAYS

GRM-83

11 What Does the Competent Marketing Employee Do?

958-Attitude

Attitude that shelf and special displays sell more merchandise when straightened and resupplied as merchandise is sold down.

Common to
Food Marketing

Suggested Learning Activities

Have students explain advantages of a well stocked store.

Discuss the importance of stocked shelves to sales and how straighten stock affects the stores image.

Have students visit various stores and discuss their reactions to merchandise conditions.

References

LAP 63-958

Retail Merchandising
Chapter 17

Fundamentals of Selling
Chapter 12

Grocery Merchandising
Assignment 12

Produce Merchandising
Assignments 4, 6, 8

Retailing Principles and Practices
Parts 23, 27, 63
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: COMPREHEND THE EFFECT OF CORRECT CASH REGISTER OPERATIONS

GRM-84

11 What Does the Competent Marketing Employee Do?

907-Skill

Ability to quickly and accurately distinguish the department from which merchandise comes and ring the item on the correct cash register department key.

Common to
Food Marketing

Suggested Learning Activities

Have student list 30 items sold at their training station. The student should identify about three or more items per various departments and identify at least 10 items which are rarely sold. In class have the students exchange lists. Or on a separate sheet, have the students mix up the items and then return this new list to the original student, keeping with their new list, the students should make a note beside each item as to which department the item is in. Then the students should get their original list and check the new list for accuracy. You can make a game (or quiz) out of this by giving points to the students for each item they get correct.

Have students make a list of items from their training station which they have trouble locating. In class have the students makeup their own matching quiz to aid them in identifying the item of the proper department (location).

References

LAP 64-907

Retail Selling
Chapter 14

Mathematics in Marketing
Chapter 3

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF CORRECTLY HANDLING COUPONS

GRM-85

11 What Does the Competent Marketing Employee Do?

851-Knowledge of/or Understanding that

Knowledge of how to redeem merchandise coupons and reimburse customers for the correct amounts according to the store's policies and procedures.

Common to Food Marketing

Suggested Learning Activities

Give a presentation to the students on the various types of coupons (store coupons, company coupons, etc.). Use examples or transparencies of coupons to show students the differences. Also discuss the wording of coupons to determine whether or not that makes a difference on how good the coupon is.

Have students determine what their training station policies are regarding the redemption of coupons. Students should identify how customers are reimbursed for their coupons. Then have the students discuss their training station policies. Similarities and differences should be noted during the discussion and pointed out to the students.

Have the students collect a variety of coupons received by a grocery store. Have the students bring these coupons to class so the coupons from various grocery stores can be compared.

References

LAP 65-851

Retailing Principles and Practices
Part 12

Retail Merchandising
Chapter 5, b

Retail Selling
Chapter 30

Modern Supermarket Operation
Chapter 3

Front End Operations
Assignment 8

Produce Merchandising
Assignment 12

Retailing Principles and Practices
Part 28
(7th edition, 1981 tentative)

Cluster Instructional Objective: KNOWLEDGE OF THE USE OF SUGGESTIVE SELLING

GRM-86

11

What Does the Competent Marketing Employee Do?

854-Knowledge of/or Understanding that

Knowledge of how to use suggestion selling in situation where customers are unfamiliar with the service, have difficulty in interpreting the product information or have a limited budget.

Suggested Learning Activities

Have the students interview three salespeople on how they use suggestive selling. A report should be given to the class.

Divide the students into small groups for discussion. The topic is "Techniques for Using Suggestive Selling." The groups should compare their responses.

Discuss and lecture on the pros and cons of suggestive selling.

Students should write a report on how they can use suggestive selling in their career area or at their training station.

References

LAP 84-854

Fundamentals of Selling
Pages 371-372

Retail Selling
Chapter 25

Retail Principles and Practices
Part 27

Creative Selling
Chapter 3 (2nd edition)

Retailing Principles and Practices
Part 42
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective: ABILITY TO COMPETITIVE PRICE WHEN DEALING WITH COMPETITION

GRM-87

11 What Does the Competent Marketing Employee Do?

904-Skill

Skill or ability to determine quickly when price changes are necessary to meet competition.

Suggested Learning Activities

Have the student prepare a panel discussion on price competition.

They should interview several businessman on how they determine when to change the prices and how much to change the price. A brief report should be submitted after some research is done.

Have the student do price projects for some popular products on the market or by using the merchandise in the school store.

References

LAP 94-904

Fundamentals of Selling
Chapter 7

Merchandising
Chapter 6

Retail Merchandising
Page 4, 146

Retailing Principles and Practices
Pages 550-557

Retailing Principles and Practices
Part 62
(7th edition, 1981 tentative)

Selling

Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF THE USES OF A VARIETY OF SELLING APPROACHES

GRM-88

11

What Does the Competent Marketing Employee Do?

942-Attitude

Attitude that customers should be approached promptly and not kept waiting.

Common to
Food Marketing

Suggested Learning Activities

Discuss with the class about approaching customers. Let students relate their own experiences from the salesperson aspect as well as customer aspect.

Example: 1 People hate pushy salespeople who won't let me browse. A good salesperson can "psyche" out customer needs.

Example: 2 What about McDonald's approach saying "May I help you" just as you are walking in the door.

Have students write about one experience where they had to wait for service in a store. Have them relate specifically their feelings during the wait.

Have students write about one experience where the salesperson was too pushy. Have them relate specifically their feelings to the instance.

References

LAP 30-942

Fundamentals of Selling
Chapter 9

Retail Merchandising
Chapter 11

Retail Selling
Chapter 20

Grocery Merchandising
Assignment 2

Produce Merchandising
Assignment 12, 13

Retailing Principles and Practices
Part 23
(7th edition, 1981 tentative)

Selling